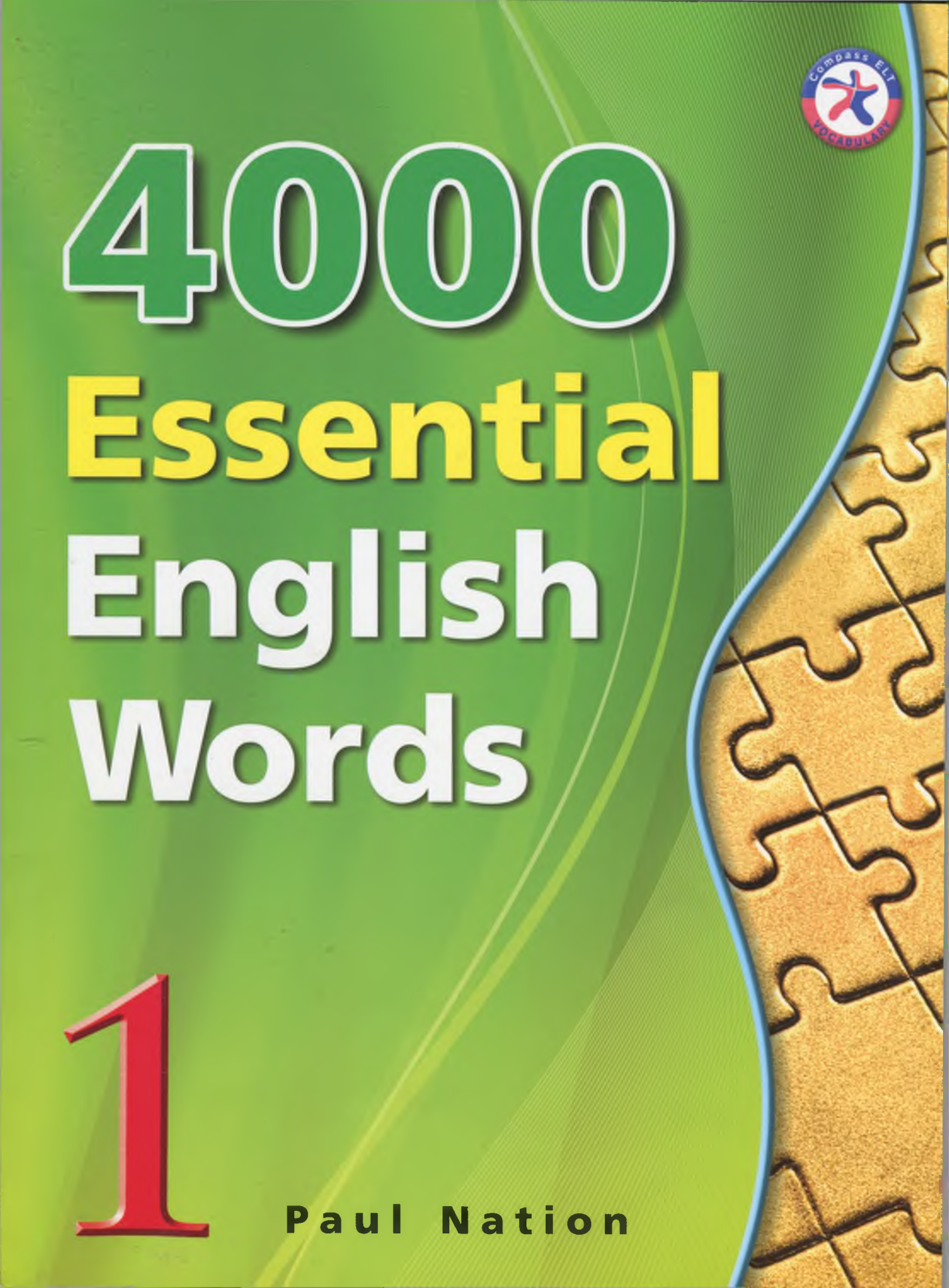

4000 Essential English Words

1

Paul Nation

4000 Essential English Words 1

Paul Nation

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1

Paul Nation

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Introduction

About the Vocabulary

The 600 words in each book of this series along with the additional target words presented in the appendices included in the first three books of the series are the most useful words in English. They were found by analysis of a collection of English course books from various levels in the primary, secondary and tertiary school systems. The words included in this series were chosen because they occurred many times in different levels of these materials. Because of the way that they were chosen, these words have the following characteristics:

1 They are useful in both spoken and written English. No matter what English course you are studying, the words in these books will be of value to you.

2 Each word in these books is a high-frequency word. This means that the effort in learning the words is well repaid by the number of times learners have a chance to encounter or use them.

3 These books as a whole cover a large proportion of the words in any spoken or written text. They cover at least 80% of the words in newspapers and academic texts, and at least 90% of the words in novels. They also cover at least 90% of the words in conversation.

About the Books

The activities in these books are specially designed to make use of important learning conditions. Firstly, the words are introduced using sentence definitions and an example sentence. The activities that follow in the units encourage learners to recall the meanings and forms of the words. Some activities also make the learners think about the meaning of the words in the context of a sentence—a sentence different from the sentences that occurred in the introduction of the words. Moreover, each unit ends with a story containing the target words. While reading the story, the learners have to recall the meanings of the words and suit them to the context of the story. Such activities help learners develop a better understanding of a common meaning for a given word which fits the different uses.

Illustrations for each target word are provided to help learners visualize the word as it is being used in the example sentence. These word/image associations aim to help students grasp the meaning of the word as well as recall the word later.

It should be noted that words have more than one grammatical category. However, this series focuses on the word's most common form. This is mentioned to remind learners that just because a word is labeled and utilized as a noun in this series does not mean that it can never be used in another form such as an adjective. This series has simply focused on the word in the form that it is most likely to be expressed.

Supporting Learning with Outside Activities

A well-balanced language course provides four major opportunities for learning: learning through input, learning through output, deliberate learning, and fluency development. The highly structured activities in these books support all four types of learning opportunities. In addition, learning can further be supported through the following activities:

1 Have students create vocabulary cards with one word from the unit on one side of the card and the translation of the word in the student's first language on the other side. Students should use the cards for study in free moments during the day. Over several weeks, students will find that quick repeated studying for brief periods of time is more effective than studying for hours at one sitting.

2 Assign graded readers at students' appropriate levels. Reading such books provides both enjoyment as well as meaning-focused input which will help the words stick in students' memory.

3 Practice reading fluency to promote faster recall of word meaning for both sight recognition and usage. Compass Publishing's *Reading for Speed and Fluency* is a good resource for reading fluency material.

4 Include listening, speaking, and writing activities in classes. Reinforcement of the high-frequency vocabulary presented in this series is important across all the four language skills.

Author **Paul Nation**

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UNIT 1

Word List

afraid [əfréid] *adj.*

When someone is **afraid,** they feel fear.

→ *The woman was **afraid** of what she saw.*

agree [əgrí:] *v.*

To **agree** is to say "yes" or to think the same way.

→ *A: The food is very good in that restaurant. B: I **agree** with you.*

angry [æŋgri] *adj.*

When someone is **angry,** they may want to speak loudly or fight.

→ *She didn't do her homework, so her father is **angry**.*

arrive [əráiv] *v.*

To **arrive** is to get to or reach some place.

→ *The bus always **arrives** at the corner of my street at 4:00.*

attack [ətǽk] *v.*

To **attack** is to try to fight or to hurt.

→ *The man with the sword **attacked** the other man first.*

bottom [bɑ́təm] *n.*

The **bottom** is the lowest part.

→ *The **bottom** of my shoe has a hole in it.*

clever [klévər] *adj.*

When someone is **clever,** they can solve a hard puzzle or problem.

→ *The **clever** boy thought of a good idea.*

cruel [krú:əl] *adj.*

When someone is **cruel,** they do bad things to hurt others.

→ *The **cruel** man yelled at his sister.*

finally [fáinəli] *adv.*

If something happens **finally,** it happens after a long time or at the end.

→ *He **finally** crossed the finish line after five hours of running.*

hide [haid] *v.*

To **hide** is to try not to let others see you.

→ *The other children will **hide** while you count to 100.*

hunt [hʌnt] *v.*

To **hunt** is to look for or search for an animal to kill.

→ *Long ago, people **hunted** with bows and arrows.*

lot [lɑt] *n.*

A **lot** means a large number or amount of people, animals, things, etc.

→ *There are a **lot** of apples in the basket.*

middle [mídl] *n.*

The **middle** of something is the center or halfway point.

→ *The Canadian flag has a maple leaf in the **middle** of it.*

moment [móumənt] *n.*

A **moment** is a second or a very short time.

→ *I was only a few **moments** late for the meeting.*

pleased [pli:zd] *adj.*

When someone is **pleased**, they are happy.

→ *She was **pleased** with the phone call she received.*

promise [prámis] *v.*

To **promise** is to say you will do something for sure.

→ *He **promised** to return my key by tomorrow.*

reply [riplái] *v.*

To **reply** is to give an answer or say back to someone.

→ *She asked him what time his meeting was. He **replied**, "at three."*

safe [seif] *adj.*

When a person is **safe**, they are not in danger.

→ *Put on your seat belt in the car to be **safe**.*

trick [trik] *n.*

A **trick** is something you do to fool another person.

→ *His card **trick** really surprised us.*

well [wel] *adv.*

You use **well** to say that something was done in a good way.

→ *The couple can dance quite **well**.*

Exercise 1

Part A Choose the right word for the given definition.

1. bad or hurting others
   a. afraid b. clever c. cruel d. hunt

2. at last or at the end
   a. angry b. clever c. finally d. reply

3. to try to fight or hurt
   a. attack b. middle c. pleased d. trick

4. to not let others see
   a. agree b. hide c. safe d. well

5. the lowest part
   a. bottom b. lot c. moment d. promise

Part B Choose the right definition for the given word.

1. angry
   a. happy b. low c. mad d. scared

2. moment
   a. a hole with water in it b. a short time
   c. at the center d. at the end

3. promise
   a. to say "good job" b. to say "I will"
   c. to say "the end" d. to say "maybe"

4. reply
   a. to answer b. to get to a place
   c. to look for in order to kill d. to try to fight or hurt

5. safe
   a. fool b. having much or many
   c. not seen d. not worried about being hurt

Exercise 2

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. A **clever** person can solve a puzzle easily.
   ___ b. When a plane **arrives**, it leaves the ground and goes into the sky.

2. ___ a. At noon, the sun is near the **bottom** of the sky.
   ___ b. If I break my brother's bike, he will be **angry**.

3. ___ a. It is easy to **hide** in a dark place.
   ___ b. Many kinds of fish are **afraid** of water.

4. ___ a. At night, your parents may say, "**Hide** your eyes and go to sleep."
   ___ b. Heavy things will go down to the **bottom** of the ocean.

5. ___ a. It is **cruel** to keep a dog in a small cage all day.
   ___ b. Your mother will be **angry** when you get good grades in school.

6. ___ a. Animals cannot **hunt** because they do not have hands.
   ___ b. It is a good idea to **arrive** early for class.

7. ___ a. People sometimes **attack** pictures to email messages.
   ___ b. Some people are **afraid** of spiders.

8. ___ a. A **moment** is like a second or two.
   ___ b. New shoes are usually not very comfortable or **clever**.

9. ___ a. Small animals do not usually **attack** big animals.
   ___ b. There are twelve **moments** in a year.

10. ___ a. A **cruel** person will try to help others at all times.
    ___ b. You can use a gun to **hunt** in the forest.

The Lion and the Rabbit

A **cruel** lion lived in the forest. Every day, he killed and ate a **lot** of animals. The other animals were **afraid** the lion would kill them all.

The animals told the lion, "Let's make a deal. If you **promise** to eat only one animal each day, then one of us will come to you every day. Then you don't have to **hunt** and kill us."

The plan sounded **well** thought-out to the lion, so he **agreed**, but he also said, "If you don't come every day, I promise to kill all of you the next day!"

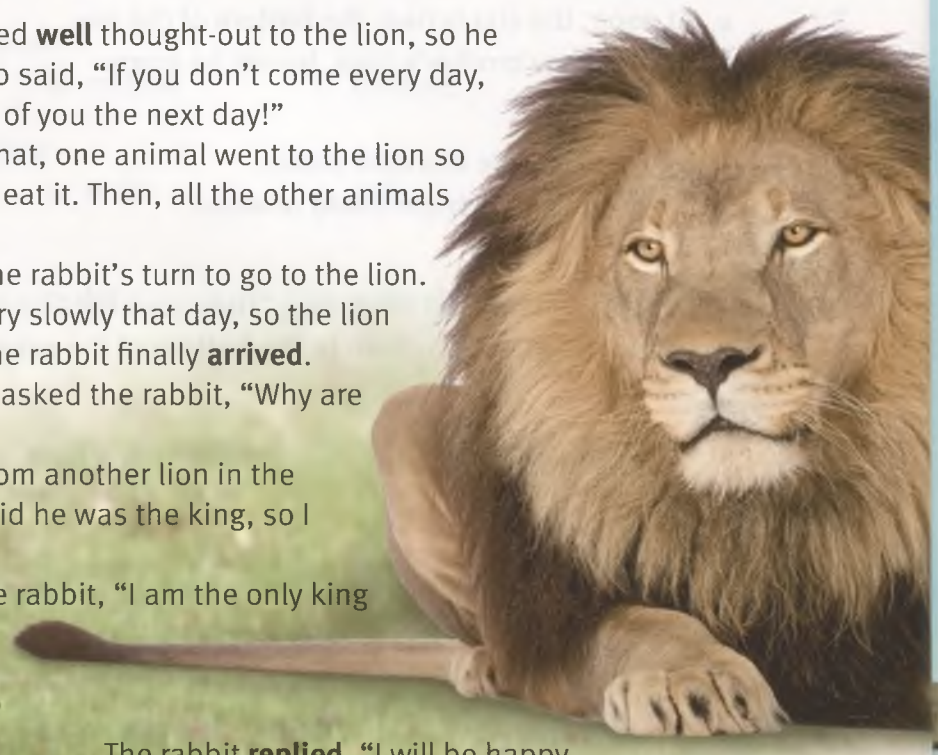
Each day after that, one animal went to the lion so that the lion could eat it. Then, all the other animals were **safe**.

Finally, it was the rabbit's turn to go to the lion. The rabbit went very slowly that day, so the lion was **angry** when the rabbit finally **arrived**.

The lion angrily asked the rabbit, "Why are you late?"

"I was **hiding** from another lion in the forest. That lion said he was the king, so I was afraid."

The lion told the rabbit, "I am the only king here! Take me to that other lion, and I will kill him."



The rabbit **replied**, "I will be happy to show you where he lives."

The rabbit led the lion to an old well in the **middle** of the forest. The well was very deep with water at the **bottom**. The rabbit told the lion, "Look in there. The lion lives at the bottom."

When the lion looked in the well, he could see his own face in the water. He thought that was the other lion. Without waiting another **moment**, the lion jumped into the well to **attack** the other lion. He never came out.

All of the other animals in the forest were very **pleased** with the rabbit's **clever trick**.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. How a clever rabbit tricked a cruel lion
   b. How rabbits learned to hide from lions
   c. How a rabbit pleased an angry lion
   d. How to be safe when you hunt in the forest

2. What did all the animals say to the lion?
   a. They said they wanted him to be their king.
   b. They said that the rabbit would be there in a moment.
   c. They said that they would allow him to eat one of them a day.
   d. They said that they would hide at the bottom of the well.

3. Why did the rabbit take the lion to the well in the middle of the forest?
   a. So a lot of animals could see the rabbit walking with the lion
   b. So the lion could attack the "other" lion
   c. So the lion could drink water
   d. So the other animals would be afraid of the rabbit

4. Which of the following is true at the end of the story?
   a. The lion attacked another lion, and they both got hurt.
   b. The lion cannot reply to the rabbit, so the rabbit wins.
   c. The lion finally dies.
   d. The lion is pleased by the rabbit's words, so it does not eat the rabbit.

5. What did the lion see when it looked in the well?

   _____

   _____

UNIT 2

Word List

adventure [ədvéntʃər] *n.*

An **adventure** is a fun or exciting thing that you do.

→ *Riding in the rough water was an **adventure**.*

approach [əpróutʃ] *v.*

To **approach** something means to move close to it.

→ *The boy **approached** his school.*

carefully [kɛ́ərfəli] *adv.*

Carefully means with great attention, especially to detail or safety.

→ *The baby **carefully** climbed down the stairs.*

chemical [kémikəl] *n.*

A **chemical** is something that scientists use in chemistry.

→ *The scientist mixed the **chemicals**.*

create [kriéit] *v.*

To **create** means to make something new.

→ *She **created** an igloo from blocks of snow.*

evil [í:vəl] *adj.*

Evil describes something or someone bad or cruel, not good.

→ *The **evil** figure scared us all.*

experiment [ikspérəmənt] *n.*

An **experiment** is a test that you do to see what will happen.

→ *The student did an **experiment** in science class.*

kill [kil] *v.*

To **kill** someone or something is to make them die.

→ *I **killed** the fly with a fly swatter.*

laboratory [lǽbərətɔ̀:ri] *n.*

A **laboratory** is a room where a scientist works.

→ *My mother works in a **laboratory**.*

laugh [læf] *n.*

Laugh is the sound made when someone is happy or a funny thing occurs

→ *The sound of their **laugh** filled the room.*

loud [laud] *adj.*

If a sound is **loud**, it is strong and very easy to hear.

→ *The man's voice was so **loud** that we all could hear him.*

nervous [nə́:rvəs] *adj.*

When a person is **nervous**, they think something bad will happen.

→ *The boy became **nervous** when he heard the news.*

noise [nɔiz] *n.*

A **noise** is an unpleasant sound.

→ *The crying baby made a loud **noise**.*

project [prədʒékt] *n.*

A **project** is a type of work that you do for school or a job.

→ *His afternoon work **project** was to paint the room green.*

scare [skɛə:r] *v.*

To **scare** someone is to make them feel afraid.

→ *My uncle was **scared** by what he saw in the room.*

secret [si:krit] *n.*

A **secret** is something that you do not tell other people.

→ *The two boys were sharing a **secret**.*

shout [ʃaut] *v.*

To **shout** is to say something loudly.

→ *My boss **shouted** at me because I was late for work.*

smell [smel] *v.*

To **smell** something means to use your nose to sense it.

→ *The two friends **smelled** the flower.*

terrible [térəbəl] *adj.*

If something is **terrible**, it is very bad.

→ *The way he treated his classmate was **terrible**.*

worse [wə:rs] *adj.*

If something is **worse**, it is of poorer quality than another thing.

→ *Business was **worse** this month than last month.*

Exercise 1

Part A Circle two words that are related in each group.

1. a. laboratory b. experiment c. shout d. smell
2. a. shout b. carefully c. create d. laugh
3. a. nervous b. terrible c. approach d. worse
4. a. chemical b. secret c. loud d. noise
5. a. nervous b. adventure c. project d. scare

Part B Write a word that is similar in meaning to the underlined part.

1. William wanted to <u>make a new thing</u>.
   cre ____
2. I'm not having fun, so let's go on <u>an exciting trip</u>.
   adven _____
3. Mrs. O'Malley asked me to <u>get close to</u> the desk and write my name.
   app _____
4. Don't worry. I won't tell anyone your <u>thing that other people don't know</u>.
   se ____
5. I have to finish my <u>special job</u> before I can go home.
   p _____

Exercise 2

Check (√) the one that suits the blank naturally.

1. When the jar hit the floor, _____.
   ___ a. it made a very loud sound ___ b. it shouted on the ground

2. When the sun went down, _____.
   ___ a. it was scared ___ b. the woods looked evil

3. To test his idea, the scientist _____.
   ___ a. went on an adventure ___ b. did an experiment

4. Your phone will not work _____.
   ___ a. someone kills the window
   ___ b. if you don't carefully pay attention to your power supply

5. The dog seemed unhappy when _____.
   ___ a. I approached it ___ b. it created me

6. Alex likes his class because he gets to _____.
   ___ a. do fun projects ___ b. be a laboratory

7. What is wrong with your hair? _____!
   ___ a. It is a chemical ___ b. It looks terrible

8. She's quite funny. We always _____.
   ___ a. laugh at her jokes ___ b. don't tell me your secret

9. Did you hear that? _____.
   ___ a. I just made it worse ___ b. There was a noise

10. I have a very important test tomorrow. _____.
    ___ a. I am nervous ___ b. I will smell it

The Laboratory

Mia's father had a **laboratory**, but she had no idea what was in it. Her dad always closed and locked the door when he went in. She knew that he used it to do **projects** for work. He never told Mia what these projects were.

One night, Mia **approached** the door to the laboratory. She stopped and thought, "I wonder what crazy **experiment** he is doing now." Suddenly, she heard a **loud noise**. It sounded like an **evil laugh**. The noise **scared** her, so she walked quickly back to her room.

The next night, her friend Liz came to her house. When Liz arrived, Mia told her about the night before. "Oh, it was **terrible**," she said.

"Why don't we see what is in there?" Liz asked. "It will be a fun **adventure**!"

Mia felt **nervous** about going into her father's laboratory, but she agreed. As always, the door was locked. They waited until Mia's father left the laboratory to eat dinner. "He didn't lock the door!" Liz said. "Let's go."

The laboratory was dark. The girls walked down the stairs **carefully**. Mia **smelled** strange **chemicals**. What terrible thing was her father **creating**?

Suddenly, they heard an evil laugh. It was even **worse** than the one Mia heard the night before. What if a monster was going to **kill** them? Mia had to do something. She **shouted** for help.

Mia's father ran into the room and turned on the lights. "Oh, no," he said. "You must have learned my **secret**."

"Your monster tried to kill us," Mia said.

"Monster?" he asked. "You mean this?" He had a pretty doll in his hands. The doll laughed. The laugh didn't sound so evil anymore. "I made this for your birthday. I wanted to give it to you then, but you can have it now. I hope you like it!"

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A girl's terrible experiment
   b. A secret that two girls have
   c. A girl who gets nervous about what's in a laboratory
   d. A man who creates chemicals

2. What scares Mia when she approaches the door?
   a. The room is very dark.
   b. She hears a person shout.
   c. She smells fire.
   d. She hears a loud noise.

3. What is true of Mia in the story?
   a. A monster kills her friend.
   b. She does not like adventures.
   c. She always locks the door of her room.
   d. Her birthday has not come yet.

4. What project was Mia's father working on?
   a. A doll to give to Mia for her birthday
   b. A way to keep the door closed
   c. A chemical that smells worse than fire
   d. A monster that had an evil laugh

5. When did Mia and Liz go into the laboratory?

   _____

   _____

UNIT 3

Word List

alien [éiljən] *n.*

An **alien** is a creature from a different world.

→ *The **alien** came in peace.*

among [əmʌ́ŋ] *prep.*

If you are **among** certain things, they are all around you.

→ *There was a red apple **among** the green ones.*

chart [tʃɑ:rt] *n.*

A **chart** is a list of information.

→ *We used a **chart** to see how we had improved.*

cloud [klaud] *n.*

A **cloud** is a group of water drops in the sky.

→ *The sky was filled with white **clouds**.*

comprehend [kɑ̀mprihénd] *v.*

To **comprehend** something is to understand it.

→ *Henry could not **comprehend** the message.*

describe [diskráib] *v.*

To **describe** is to say or write what someone or something is like.

→ *They **described** their tree as colorful with gold ribbon and a star.*

ever [évər] *adv.*

Ever means at any time.

→ *Going skiing last winter was the most fun I've **ever** had.*

fail [feil] *v.*

To **fail** means you do not succeed in what you try to do.

→ *Since he **failed** to get the job, he was sad.*

friendly [frɛ́ndli] *adj.*

Friendly is behaving in a pleasant, kind way toward someone.

→ *The **friendly** animals came up to the girl.*

grade [greid] *n.*

A **grade** is a score or mark given to someone's work.

→ *I managed to get good **grades** on my report card.*

instead [instéd] *adv.*

Instead means in place of.

→ *He ate the carrot **instead** of the ice cream.*

library [láibrèri] *n.*

A **library** is a place where you go to read books.

→ *The **library** at school is full of books.*

planet [plænət] *n.*

A **planet** is a large round thing in space.

→ *Saturn is the **planet** with the ring around it.*

report [ripɔ́:rt] *n.*

A **report** is something students write for school.

→ *Karen had trouble writing her **report**.*

several [sévərəl] *adj.*

Several is more than two but not many.

→ *He had to read **several** books for class.*

solve [salv] *v.*

To **solve** something is to find an answer to it.

→ *All the students could easily **solve** the math problem.*

suddenly [sʌ́dnli] *adv.*

If something happens **suddenly**, it happens quickly and unexpectedly.

→ *I was **suddenly** surprised by the cake my friends brought me.*

suppose [səpóuz] *v.*

To **suppose** is to guess.

→ *I **suppose** I should go home now.*

universe [jú:nəvə̀:rs] *n.*

The **universe** is the known or supposed objects in space.

→ *The **universe** is so large that it cannot be measured.*

view [vju:] *v.*

To **view** is to look at something.

→ *Michael likes to **view** himself in the mirror.*

Exercise 1

Choose the right definition for the given word.

1. friendly
   a. space
   b. a list of information
   c. acting or behaving nicely
   d. a picture

2. grade
   a. a score or mark on someone's work
   b. a small copy of something larger
   c. where you go to read books
   d. a paper written for school

3. view
   a. to find an answer
   b. to not succeed in what you try to do
   c. to guess
   d. to look at something

4. ever
   a. quickly and unexpectantly
   b. at any time
   c. all around you
   d. to do the first thing

5. library
   a. space and things in space
   b. from a different world
   c. a place where books are
   d. a round thing in space

6. report
   a. many of something
   b. a round thing
   c. drops of water in the sky
   d. a paper

7. alien
   a. something written for school
   b. a creature from a different world
   c. in place of
   d. a small copy of something

8. chart
   a. a paper
   b. a copy
   c. a group
   d. a list

9. among
   a. in the middle of something
   b. a score or mark
   c. at any time
   d. to understand

10. solve
    a. to guess
    b. to look at something
    c. to find an answer
    d. to not succeed in what you try to do

Exercise 2

Choose the right word for the given definition.

1. everything that exists in space
   a. universe b. instead c. suddenly d. view
2. not an exact amount but less than many
   a. ever b. among c. several d. solve
3. a creature from a different world
   a. report b. alien c. chart d. among
4. in place of
   a. solve b. suppose c. fail d. instead
5. to guess
   a. fail b. suppose c. view d. comprehend

Exercise 3

Choose the word that is a better fit for each sentence.

1. **ever / describe**
   What would be the most awesome gift you've _____ received?
   _____ your home to me.
2. **alien(s) / chart**
   This _____ tells what time the TV shows will play.
   I saw a movie about _____ from another planet.
3. **planet / universe**
   I think the most interesting _____ is Saturn.
   I wonder how the _____ began.
4. **fail / solve**
   Do you like to _____ hard math problems?
   If I do not know the answers, I will _____ the test.
5. **several / view**
   _____ days ago, I lost my backpack.
   The girls in my class like to _____ pictures of pop stars.

The Report

Lee sat **among** the books at the **library** and thought about his group project.

They had to turn it in soon, but he hadn't even started his part! Jack and Claire were in his group. They had worked hard. They were also very smart, and Lee didn't want them to get a bad **grade**.

Jack did the **report**. He wrote a lot of very good sentences and **described** things with great adjectives. Claire drew a nice map of the stars. Now, Lee needed to do his part of the project.

"Well, I **suppose** I need to start my model," Lee thought.

Making a model of a **planet** was really hard. Lee tried to read **several** books, but he couldn't **comprehend** any of the **charts**. "We're going to **fail** because of me!" Lee said. He put his head down on the table and said, "I wish I could see a planet, **instead** of having to read about it!"

Suddenly, there was a bright light. Lee was pulled from his chair, through the roof, and right into a strange ship! "Hello, kid," said an **alien**. "Did you ask for help?"

Lee told the **friendly** alien all about his project. The alien agreed to help Lee **solve** his problem. "First, we'll fly through space to **view** the **universe**. Then, I can help you make a model of my planet."

Soon, they were going through the **clouds**. They passed the moon. Then they viewed Mars. Lee was very excited. Instead of a bad grade, his group would have the best project **ever**!

"It's time to go home," the alien finally said. On the way back, he helped Lee make a model of the planet Mars. Soon, they were on Earth.

"Thanks," Lee said. "My model will be awesome!" Then he took his model and said goodbye to his new friend.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why a smart boy fails a class
   b. A boy's trip into the universe
   c. A boy who wants to write instead of draw
   d. An alien living in a library

2. What is Lee unable to comprehend?
   a. How to make a model of a planet
   b. Why there are maps among the books
   c. Where the best place is to view the stars
   d. How to read the information in a chart

3. What can you suppose is true of the group's report?
   a. It has three sentences.
   b. It must describe clouds.
   c. It is not due until several days.
   d. It is about the stars and planets.

4. What did the alien want to do to help Lee?
   a. Get several books from the library
   b. Hear the best report ever
   c. Make the model of a planet
   d. Solve his own problems

5. What planet did Lee see on his trip?

   _____

   _____

UNIT 4

Word List

appropriate [əpróuprièit] *adj.*

When a thing is **appropriate**, it is right or normal.

→ *It's **appropriate** to wear a suit when you go to the office.*

avoid [əvɔ́id] *v.*

To **avoid** something is to stay away from it.

→ ***Avoid** the broken bottle on the floor.*

behave [bihéiv] *v.*

To **behave** is to act in a particular way, especially to be good.

→ *She always **behaves** well when her father is around.*

calm [kɑ:m] *adj.*

When someone is **calm**, they do not get excited or upset.

→ *A nice warm bath makes me feel so **calm**.*

concern [kənsə́:rn] *n.*

Concern is a feeling of worry.

→ *I was filled with **concern** after reading the newspaper.*

content [kəntént] *adj.*

To be **content** is to be happy and not want more.

→ *The baby looked very **content** sitting on the floor.*

expect [ikspékt] *v.*

If you **expect** something to happen, you believe it will happen.

→ *I **expect** the bus to be here very soon.*

frequently [frí:kwəntli] *adv.*

When something happens **frequently**, it happens often.

→ *We meet **frequently**, either at the beginning or ending of the week.*

habit [hæbit] *n.*

A **habit** is a thing that you do often.

→ *Smoking is a bad **habit** that can kill you.*

instruct [instrʌ́kt] *v.*

To **instruct** is to teach.

→ *My teacher **instructs** us in several subjects.*

issue [íʃu:] *n.*

An **issue** is an important topic.

→ *The men spoke about **issues** that were important to the people.*

none [nʌn] *pron.*

None means not any of someone or something.

→ *He spent all his money. There is **none** left.*

patient [péiʃənt] *adj.*

If a person is **patient**, they don't become angry or upset easily.

→ *I had to be **patient** and wait until 5 o'clock to leave.*

positive [pάzətiv] *adj.*

If something is **positive**, it is good.

→ *She has a **positive** future ahead of her after finishing college.*

punish [pʌ́niʃ] *v.*

To **punish** means to make someone suffer for breaking the rules or laws.

→ *To **punish** me, my teacher had me stand in the corner.*

represent [rèprizént] *v.*

To **represent** is to speak or act for a person or group.

→ *My lawyer will **represent** me in court.*

shake [ʃeik] *v.*

To **shake** is to move back and forth or up and down quickly.

→ *When people **shake** hands, it usually means they agree.*

spread [spred] *v.*

To **spread** is to move quickly to more places.

→ *I like to **spread** butter on my toast.*

stroll [stroul] *v.*

To **stroll** means to walk slowly and calmly.

→ *My dog and I **strolled** through the park today.*

village [vílidʒ] *n.*

A **village** is a very small town.

→ *There are only a few houses in my **village**.*

Exercise 1

Part A Write a word that is similar in meaning to the underlined part.

1. The story about the police dog got to many people in town.
   spr ___
2. I was happy to sit and listen to music all night.
   con _____
3. The house will move back and forth if a strong wind blows.
   sh ___
4. I waited for the monster to come out of the cave.
   ex _____
5. I didn't want to talk to my sister, so I stayed away from her.
   av ___

Part B Check (√) the one that suits the blank naturally.

1. Before Kimberly sang, _____.
   ___ a. the teacher reminded everyone to behave
   ___ b. she instructed the people to go to sleep
2. When we heard the loud sound, _____.
   ___ a. I turned around out of habit
   ___ b. there was none left
3. The man told us to be quiet, _____.
   ___ a. so I decided to stroll through town
   ___ b. so I knew it was not appropriate to talk
4. They asked us to wait, _____.
   ___ a. so I felt concerned about them
   ___ b. so I had to be patient
5. I met a new friend yesterday, and _____.
   ___ a. frequently I would sit and read
   ___ b. I shook his hand

Exercise 2

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. The girl's **positive** words made me feel better.
   ___ b. We took the **village** out of the house.

2. ___ a. The **calm** girl yelled a lot.
   ___ b. The team members asked Kate to **represent** them at the dinner.

3. ___ a. I was **content** to stay at home by the warm fire.
   ___ b. My mom **punished** me for doing my homework.

4. ___ a. The man **expected** me to say yes.
   ___ b. The **issue** did not taste very good.

5. ___ a. I **behaved** wisely while I was asleep.
   ___ b. I **avoided** my friend because she had laughed at me.

6. ___ a. At first I was nervous, but then I started to feel **calm**.
   ___ b. The angry bear looked **content**.

7. ___ a. When my dog died, it made me feel **positive**.
   ___ b. Few people live in the **village**.

8. ___ a. I wanted to **avoid** food, so I bought a sandwich.
   ___ b. The class needed to talk about the **issue**.

9. ___ a. The students **behaved** quite well for their new teacher.
   ___ b. Students are **expected** to be late to class.

10. ___ a. I was **punished** because I broke the window.
    ___ b. The man **represented** the award to the girl.

The Dog's Bell

John's dog was a bad dog. He bit people **frequently**. John had great **concern** about this. It was not an **appropriate** way for a dog to **behave**. His friends in the **village** always **expected** the dog to bite them. The news about John's dog **spread** through the village. **None** of the people wanted to go to John's house.

John tried to **instruct** the dog to behave, but it never worked. He tried to be **patient** and teach the dog to be **calm**. That also didn't work. John didn't want to **punish** the dog. "How will I stop my dog's bad **habit**?" John asked himself.

John's friend came to talk to him about the **issue**. During their important meeting, his friend said, "The people in the village asked me to **represent** them. We want your dog to stop this habit. Why don't you put a bell around the dog's neck? This way, we would hear your dog coming down the street."

John thought this was a great idea. Now, people could stay away from the dog. It would not be able to bite anyone anymore.

The dog liked the bell, too. People looked at him when they heard his bell. This made the dog very **content**. He liked the song the bell played when he walked.

One day, John's dog **strolled** through the village and met some other dogs. He expected them to want a bell like his. But they laughed at his bell. They said the bell made people **avoid** him. John's dog **shook** his head. "No, they look at me because they like the bell."

The other dogs said, "You have the wrong idea of what makes you popular. Of course they like your bell. It tells them where you are so they can avoid you. You aren't able to bite them anymore!"

You see, being popular isn't something **positive** when it's for the wrong reason.

Reading Comprehension

Answer the questions.

1. What is this story mainly about?
   a. A dog that is frequently bad
   b. A dog's stroll through town
   c. A content man and his dog
   d. A village that liked John's dog

2. What is true of the dog?
   a. He likes none of John's friends.
   b. He shakes his head too much.
   c. He bites when it's not appropriate.
   d. He expects people to be calm around him.

3. Why did the issue with the dog bother John?
   a. People didn't think of John in a positive way.
   b. People avoided going to John's house.
   c. People didn't want John to represent them.
   d. People didn't like the song that John played.

4. What did John do to stop the dog's bad habit?
   a. He instructed the dog on learning tricks.
   b. He punished the dog for biting.
   c. He was patient and showed concern.
   d. He put a bell around the dog's neck.

5. What did the other dogs say about the bell?

   _____

   _____

UNIT 5

Word List

aware [əwɛ̀ər] *adj.*

If you are **aware** of something, you know about it.

→ *I was not **aware** of the ringing phone.*

badly [bædli] *adv.*

Badly means in a severe or harmful way.

→ *He hurt his arm **badly** playing with friends.*

belong [bilɔ́(:)ŋ] *v.*

If something **belongs** to you, you own it.

→ *The blue suit **belongs** to Paul.*

continue [kəntínju:] *v.*

To **continue** something is to keep doing it.

→ *She stood under her umbrella as the rain **continued** to fall.*

error [érər] *n.*

An **error** is something you do wrong.

→ *I made an **error** on my report, so my boss was angry.*

experience [ikspiəriəns] *n.*

An **experience** is something you have seen or done.

→ *Rock climbing was a fun **experience**.*

field [fi:ld] *n.*

A **field** is a big area of land.

→ *The **field** of flowers looked so pretty.*

hurt [hə:rt] *v.*

To **hurt** is to do something that makes you feel pain.

→ *She **hurt** her leg falling down the stairs.*

judgment [dʒʌ́dʒmənt] *n.*

Judgment is the ability to form opinions or decisions.

→ *It's good **judgment** to recycle your aluminum cans.*

likely [láikli] *adv.*

If something **likely** happens, it will probably happen.

→ *I will **likely** stay at home and watch TV tonight.*

normal [nɔ́:rməl] *adj.*

If something is **normal**, it is not strange nor surprising to you.

→ *It is **normal** for me to bathe every night.*

rare [rɛə:r] *adj.*

If something is **rare**, you do not see it very often.

→ *It is **rare** for him to miss his flight.*

relax [rilæks] *v.*

To **relax** is to rest.

→ *The frog **relaxed** in the warm sun.*

request [rikwést] *v.*

To **request** something is to ask for it.

→ *The little girl **requested** a special gift from Santa Claus.*

reside [ri:záid] *v.*

To **reside** means to live somewhere permanently or for a long time.

→ *My brother and his family **reside** in a lovely house on the beach.*

result [rizʌ́lt] *n.*

A **result** is something that happens because of something else.

→ *As a **result** of all the rain, the man had to climb on the roof.*

roll [roul] *v.*

To **roll** is to move by turning over and over.

→ *You must **roll** the ball into the pins when you bowl.*

since [sins] *prep.*

Since is used to talk about a past event still happening now.

→ ***Since** 1992, he has been driving that car.*

visible [vízəbəl] *adj.*

If something is **visible**, it can be seen.

→ *The moon and stars were **visible** in the night sky.*

wild [waild] *adj.*

If something is **wild**, it is found in nature.

→ *You should be careful around a fox, because it is a **wild** animal.*

Exercise 1

Choose the right definition for the given word.

1. roll
   a. to rest
   b. a rule
   c. to grow
   d. to move by turning

2. error
   a. a nice man
   b. very old
   c. something you do wrong
   d. open land

3. hurt
   a. to disagree
   b. how much something costs
   c. from nature
   d. to do something that causes pain

4. reside
   a. to relax
   b. to live in a place for long
   c. something that can be seen
   d. to know about something

5. relax
   a. to keep going
   b. a large group of people
   c. to rest
   d. to move

6. continue
   a. to be in the right place
   b. to stay
   c. to have
   d. to keep doing something

7. normal
   a. the perfect amount
   b. friendly
   c. not strange
   d. different

8. rare
   a. quiet
   b. not full
   c. interesting
   d. not seen often

9. visible
   a. from nature
   b. easy to see
   c. new
   d. normal

10. field
    a. open land
    b. to reside
    c. a thing
    d. a tool

Exercise 2

Part A Choose the right word for the given definition.

1. in a severe or harmful way
   a. continue b. wild c. judgment d. badly

2. the ability to form opinions or decisions
   a. experience b. reside c. judgment d. result

3. to fit or be in the right place
   a. roll b. relax c. continue d. belong

4. not strange or different
   a. normal b. visible c. uncommon d. aware

5. to do something that makes you feel pain
   a. rare b. hurt c. error d. since

Part B Write a word that is similar in meaning to the underlined part.

1. My day at school was <u>not strange</u>.
   nor ____

2. The bird was <u>from nature</u>.
   wi ___

3. Sorry I can't come; I'm <u>feeling discomfort in my body</u>.
   h ____

4. He's going to <u>rest</u> instead of going to the movie.
   r _____

5. The man walked through a <u>large area of land</u>.
   f _____

The Jackal and the Sun Child

A jackal is a **wild** dog with a big black back. It **resides** in the desert. But how did the jackal get his black back? This was how it happened.

One day, the jackal saw a girl. She was sitting upon a rock. She was not a **normal** child. She was a **rare** and beautiful sun child. She was bright and warm like the sun. The child saw the jackal and smiled.

She said, "Jackal, I have been **relaxing** on this rock for too long. I must get home soon. But, I am slow and you are fast. You will **likely** get me home more quickly." Then she **requested**, "Will you carry me home? If you do, I'll give you a gift. This necklace **belongs** to me, but I will give it to you."

The wild jackal agreed. So the sun child sat on the dog's back. They started to walk. But soon, the jackal felt ill. The sun child was very hot on his back. The heat was **hurting** his back very **badly**. "I made a terrible **error** in **judgment**." he thought. He shouldn't have agreed to carry her. So he asked her to get off.

But she did not. The jackal's back **continued** to get hotter and hotter. He had to get away from the sun child. So he made a plan. First, he ran as fast as he could. He hoped the sun child would fall off. But she did not. So when the sun child was looking at the sky, not **aware** of the jackal's next plan, he jumped into a **field** of flowers. As a **result**, the child **rolled** off his back. The jackal ran away.

But the sun child left a mark on the jackal's back, a **visible** black mark. Ever **since** his **experience** with the sun child, the jackal has had a black back.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why the sun child has a beautiful smile
   b. Why a wild dog hurt a sun child
   c. An error that the sun child once made
   d. How the jackal got his visible black mark

2. What kind of girl was the sun child?
   a. She was rare and beautiful.
   b. She was likely very shy.
   c. She was an ill child.
   d. She was a normal child.

3. Why did the jackal run into the field?
   a. To continue his journey
   b. It wanted a new place to reside.
   c. To take a nap and relax
   d. To get away from the sun child

4. What happened at the end of the story?
   a. The sun child forgot the experience.
   b. The sun child became aware of the jackal's black back.
   c. The sun child rolled off the jackal's back.
   d. The sun child has stayed upon the jackal's back since then.

5. What did the sun child request?

_____

_____

UNIT 6

Word List

advantage [ədvǽntidʒ] *n.*

An **advantage** is something that helps you.

→ *Being tall is an **advantage** to a basketball player.*

cause [kɔ:z] *v.*

To **cause** is to make something happen.

→ *The cold weather **caused** her to get sick.*

choice [tʃɔis] *n.*

A **choice** is the act or possibility of picking something.

→ *I had my **choice** of five doors to open.*

community [kəmjú:nəti] *n.*

A **community** is a group of people who live together.

→ *The kids from my **community** usually play together.*

dead [ded] *adj.*

To be **dead** is to not be alive.

→ *A **dead** person is usually buried in the ground.*

distance [dístəns] *n.*

The **distance** between two things is how far it is between them.

→ *The **distance** between the Earth and the Moon is 384,400 kilometers.*

escape [iskéip] *v.*

To **escape** is to run away from something bad.

→ *The butterfly could not **escape** from the cage.*

face [feis] *v.*

If you **face** a problem, you deal with it.

→ *My sister and I have to find a better way to **face** our differences.*

follow [fɑ́lou] *v.*

To **follow** means to go behind someone and go where they go.

→ *The little boy **followed** his mother home.*

fright [frait] *n.*

Fright is the feeling of being scared.

→ *She was filled with **fright**.*

ghost [goust] *n.*

A **ghost** is the spirit of a dead person.

→ *Many people are afraid of **ghosts**.*

individual [indəvidʒuəl] *n.*

An **individual** is one person.

→ *Only one **individual** could win the bicycle race.*

pet [pet] *n.*

A **pet** is an animal that lives with people.

→ *Out of all my **pets**, the dog is my favorite.*

reach [ri:tʃ] *v.*

To **reach** means to arrive at a place.

→ *I was happy to finally **reach** my destination.*

return [ritə:rn] *v.*

To **return** is to go back to a place.

→ *I was happy to **return** home to my mom after school.*

survive [sərvaiv] *v.*

To **survive** is to stay alive.

→ *My dog **survived** her fall into the water.*

upset [ʌpsēt] *adj.*

To be **upset** is to be unhappy about something.

→ *She was **upset** because she broke her toy.*

voice [vɔis] *n.*

A **voice** is the sound a person makes when they talk or sing.

→ *He used a microphone, so everyone could hear his **voice**.*

weather [wēðə:r] *n.*

The **weather** is the condition of the air: hot, rainy, windy, etc.

→ *The **weather** can be sunny, rainy, or cold.*

wise [waiz] *adj.*

To be **wise** is to use experience and intelligence to make good choices.

→ *Many people believe that owls are very **wise** animals.*

Exercise 1

Part A Write a word that is similar in meaning to the underlined part.

1. Sam was happy to go back to his house.
   re ___ n
2. Her grandfather is a smart old man.
   wi ___
3. William wanted an animal to live with.
   p ___
4. He studies what the condition of the air is like.
   we _____
5. I have to deal with my rising credit card bill.
   f ___

Part B Choose the word that is a better fit for each sentence.

1. **fright / ghost**
   The _____ lives in the old house.
   A scary place might cause _____.
2. **dead / upset**
   The tree fell down because it was _____.
   I was _____ when I got a bad grade on the test.
3. **advantage / reached**
   After 10 hours of driving, I finally _____ California.
   He is smart and has a(n) _____ in class.
4. **escape / distance**
   He wanted to _____ from the room.
   He lived a long _____ from the school.
5. **community / individual**
   The man is a nice _____.
   The town is a small _____.

Exercise 2

Check (√) the one that suits the blank naturally.

1. It rained for two days, _____.
   ___ a. and caused the river to rise ___ b. it was dead

2. As I was walking home from school today, _____.
   ___ a. I was a ghost
   ___ b. I hardly noticed that a dog was following me

3. After my vacation, _____.
   ___ a. I returned to work ___ b. I was an advantage

4. Many people like him _____.
   ___ a. because they make him upset ___ b. because he is a wise man

5. They are afraid of the king because _____.
   ___ a. he has too much power ___ b. he has a quiet voice

6. I love my dog. _____.
   ___ a. He's my favorite pet ___ b. He causes fright

7. I like living here because _____.
   ___ a. I make many choices ___ b. it is a nice community

8. I want to live in Hawaii because _____.
   ___ a. it has good weather ___ b. smoking causes lung cancer

9. The storm was very bad, but _____.
   ___ a. all of the people survived ___ b. it went a very long distance

10. We closed the door, but _____.
    ___ a. the dog escaped ___ b. it was an individual

The Friendly Ghost

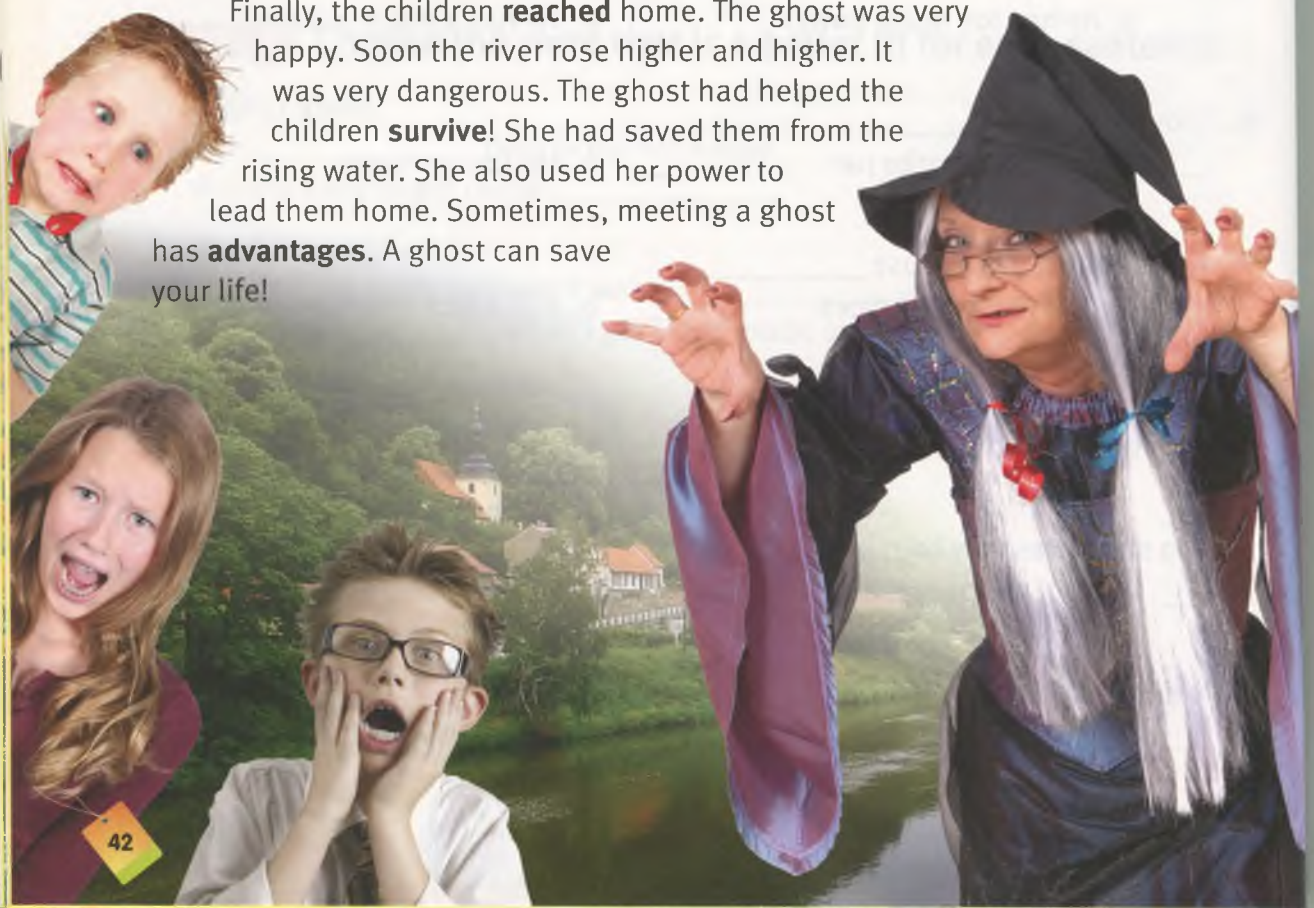
A nice woman lived by a large river. She loved children. She wanted to help them in any way. She loved her **community**, and everyone in the community loved her. She lived a very long time and became very **wise**.

When she died, she became a **ghost**. She was **dead**, but every night she **returned** to her community. She wanted to help children and not to **cause** them **fright**. But she had a scary **voice**. Children were afraid of her, but the ghost was a good one. She only scared them to help them.

One night, some children and a dog were playing by the river. They were having fun with their **pet**. But they were far from home. Then the **weather** became bad. It rained and rained. The river was rising. It was very dark. The children knew they were lost. They needed to go north, but they didn't know which direction it was. When the moon came out, they saw a ghost by the river. The ghost said, "Go away!"

The children felt great fright. They knew it was a ghost. Then the ghost moved closer. She yelled again, "Go away!" The children became very **upset**. Some of them began to cry. The children knew they had a **choice**: they could **escape**, or they could stay and **face** this scary **individual** in the dark.

The children ran a long **distance** away. The ghost **followed** them all the way. Finally, the children **reached** home. The ghost was very happy. Soon the river rose higher and higher. It was very dangerous. The ghost had helped the children **survive**! She had saved them from the rising water. She also used her power to lead them home. Sometimes, meeting a ghost has **advantages**. A ghost can save your life!



Reading Comprehension

Answer the questions.

1. What is this story about?
   a. How a ghost returns to help her community
   b. How a wise pet helps children escape a ghost
   c. Why an individual has a job in the north
   d. How some children escaped bad weather

2. What caused fright in the children?
   a. The power of the moon at night
   b. The bad weather near the river
   c. The voice of the ghost
   d. Their dead pet

3. What was true of the children in the story?
   a. Their home was a short distance from the river.
   b. They had the advantage of being ghosts.
   c. They didn't like to play near the river.
   d. They were upset when they saw the ghost.

4. Why did the ghost scare the children?
   a. She wanted to help them.
   b. She had no other choice.
   c. She was afraid of their pet.
   d. She didn't want them to see her.

5. Where did the woman live?

   _____

   _____

UNIT 7

Word List

allow [əláu] *v.*

To **allow** something to happen means to let it happen.
→ *Having a ticket will **allow** you to enter the show.*

announce [ənáuns] *v.*

To **announce** something is to make it known.
→ *He **announced** to everyone his new idea for the company.*

beside [bisáid] *prep.*

When someone or something is **beside** you, they are next to you.
→ *The two brothers stood **beside** each other.*

challenge [tʃælindʒ] *n.*

A **challenge** is something difficult to complete.
→ *It was a **challenge** to climb to the top of the mountain.*

claim [kleim] *v.*

To **claim** means to say that something is true.
→ *He **claimed** to know why the country's laws were weak.*

condition [kəndíʃən] *n.*

The **condition** of someone or something is the state that they are in.
→ *The patient's **condition** was very good.*

contribute [kəntríbju:t] *v.*

To **contribute** to something means to do something to make it successf
→ *We decided to **contribute** money to the new hospital.*

difference [difərəns] *n.*

A **difference** is a way that something is not like other things.
→ *The biggest **difference** between the birds is the color of their feathers.*

divide [diváid] *v.*

To **divide** something is to make it into smaller parts.
→ *We **divided** the pizza.*

expert [ékspə:rt] *n.*

An **expert** is someone who is very good at doing something.
→ *The wizard was an **expert** at magic.*

famous [féiməs] *adj.*

If someone or something is **famous,** they are known to many people.

→ *The Eiffel Tower in Paris is very **famous**.*

force [fɔːrs] *n.*

Force is a person's strength or power.

→ *He used all his **force** to try and open the door.*

harm [hɑːrm] *n.*

Harm is hurt or problems caused to someone or something.

→ *A hot iron can cause great **harm** if you are not careful.*

lay [lei] *v.*

To **lay** means to put or place in a horizontal or flat position.

→ *Don't **lay** your socks on the floor.*

peace [piːs] *n.*

Peace is a time without war.

→ *A white dove is a symbol for **peace**.*

prince [prins] *n.*

A **prince** is the son of a king.

→ *The **prince** and the princess were married.*

protect [prətékt] *v.*

To **protect** someone is to stop them from getting hurt.

→ *Firemen **protect** us from fires.*

sense [sens] *v.*

To **sense** something is to know about it without being told.

→ *I could **sense** that he was watching me.*

sudden [sʌ́dn] *adj.*

When something is **sudden,** it happens very quickly.

→ *He felt a **sudden** pain in his chest.*

therefore [ðɛ́ərfɔːr] *adv.*

Therefore means for this reason.

→ *He is fat. **Therefore,** he will go on a diet.*

Exercise 1

Part A Choose the right word for the given definition.

1. something difficult that you have to do
   a. condition b. sense c. challenge d. divide

2. the son of a king
   a. prince b. expert c. famous d. force

3. to do something to help succeed
   a. contribute b. sudden c. harm d. peace

4. for this reason
   a. allow b. therefore c. announce d. beside

5. to stop someone from getting hurt
   a. claim b. protect c. lay d. difference

Part B Write a word that is similar in meaning to the underlined part.

1. Sarah <u>let</u> Tim go to the game.
   allo ____

2. The child promised not to <u>hurt</u> our cat.
   har __

3. She was a <u>well-known</u> writer in our town.
   fam ____

4. You should <u>say it's true</u> that you never lie.
   cl ____

5. The food was <u>cut into smaller parts</u> so we could all eat.
   d _____

Exercise 2

Check (√) the one that suits the blank naturally.

1. It wasn't right for the coach _____.
   ___ a. to make the race such a challenge ___ b. to allow me to play

2. My sister and I were fighting. _____.
   ___ a. We announced the winners
   ___ b. My sister claimed she didn't like me

3. Everyone knew her _____.
   ___ a. because I stood beside her ___ b. because she was famous

4. The man would not buy the bike_____.
   ___ a. because of his difference ___ b. because of its bad condition

5. No one could win against Sally _____.
   ___ a. because she was an expert ___ b. because she never used force

6. We were scared because the dog _____.
   ___ a. might harm us ___ b. might bring us peace

7. The police wanted _____.
   ___ a. to protect us from danger ___ b. to not make any sense

8. You are too sick to play outside. _____.
   ___ a. Don't lay your feet on the table ___ b. Therefore, play inside

9. She was surprised by _____.
   ___ a. the expected amount contributed by the animals
   ___ b. the sudden noise outside

10. Please be fair _____.
    ___ a. when you meet the prince ___ b. when you divide the land

The Best Prince

King Minos was very sick. His **condition** was getting worse. He had three sons. He loved them all. He had to **announce** who would become king.

Two of the **princes** stood waiting outside the king's room. Theseus was the oldest and strongest. He thought his father would make him king. Pelias, the second son, thought differently. He was an **expert** with weapons. He thought the king would choose him.

"When I'm king," Theseus told Pelias, "I'll let you **contribute** to the defense of our country. You can lead the army."

Pelias became angry. "Father knows I'm **famous** for my sword skills. He'll make me king."

"You?" Theseus yelled. "He won't choose you!"

"The kingdom is mine!" Pelias **claimed**. "Father will give it to me—or I'll use **force** to take it!"

Theseus made a **sudden** move to take out his sword. Then Pelias did the same.

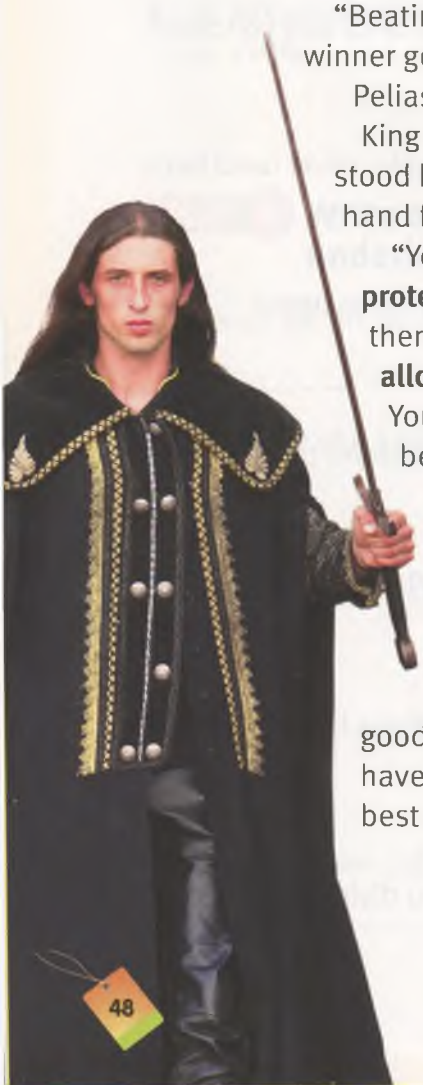
"Beating me will be a **challenge**," Theseus said. "Fight me now. The winner gets the kingdom!"

Pelias agreed.

King Minos could hear his sons fighting. The youngest son, Jason, stood **beside** him. He **sensed** his father's sadness. The king **laid** his hand flat on Jason's arm.

"Your brothers fight too much," the king told him. "I must **protect** my kingdom from all **harm**. They'll **divide** it between them. The people won't know what to do. There'll be war. I can't **allow** either of them to be king. **Therefore**, I'm making you king. Your kindness has always made you special. It's the **difference** between you and your brothers. You can bring **peace**. They can't."

Then the king died. Theseus and Pelias heard that their youngest brother was king. They were surprised. They realized that their fighting was wrong. It had kept them from saying goodbye to their father. They agreed to have Jason as their king. He was the best choice.



Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A sudden fight between kings
   b. A kind prince who got a kingdom
   c. An expert sister and a famous king
   d. The challenge to divide the kingdom

2. What did the king need to protect the kingdom from?
   a. The fighting between the two princes
   b. The harm caused by sudden fights
   c. The differences between the three brothers
   d. The poor condition of the king's army

3. What was probably true of Jason in the story?
   a. He wanted to bring peace to the kingdom.
   b. The challenge of being king was too much for him.
   c. He wanted harm to come to his brothers.
   d. He hoped to divide the kingdom.

4. What was the difference between Jason and his brothers?
   a. He was an expert with weapons.
   b. He was older and stronger.
   c. He made more sense.
   d. He had always been kind.

5. What did the king have to announce?

_____

_____

UNIT 8

Word List

accept [æksépt] *v.*

To **accept** something that is offered is to take it.

→ *I **accepted** the girl's very nice gift.*

arrange [əréindʒ] *v.*

To **arrange** things is to put them in the right place.

→ *Please **arrange** the bowling pins in order so we can play.*

attend [ətend] *v.*

To **attend** something is to go to it.

→ *My sister and I **attend** the same school.*

balance [bæləns] *v.*

To **balance** something is to keep it from falling.

→ *We saw an elephant **balance** itself on a ball.*

contrast [kɑ́ntræst] *n.*

A **contrast** is the sharp difference between two things.

→ *The **contrast** between my parents is very noticeable.*

encourage [inkə́:ridʒ] *v.*

To **encourage** someone is to make them want to do something.

→ *My football coach will **encourage** us when we are losing.*

familiar [fəmíljər] *adj.*

If someone or something is **familiar** to you, you know them well.

→ *The two friends were very **familiar** with each other.*

grab [græb] *v.*

To **grab** is to take a hold of someone or something suddenly.

→ *I **grabbed** a pear from the tree.*

hang [hæŋ] *v.*

To **hang** something is to keep it above the ground.

→ *I drew a picture of my family, and my mother **hung** it on the wall.*

huge [hju:dʒ] *adj.*

If something is **huge**, it is very big.

→ *At work, my father drives a **huge** truck.*

necessary [nèsəsèri] *adj.*

If something is **necessary**, you must do it.

→ *It is **necessary** to have a passport when you travel to a foreign country.*

pattern [pætərn] *n.*

A **pattern** is a way in which something is done or organized.

→ *My **pattern** of brushing my teeth is the same as most people's.*

propose [prəpóuz] *v.*

To **propose** something is to say that it should be done.

→ *Santa Claus **proposed** that I try to be a good boy all year.*

purpose [pə́:rpəs] *n.*

A **purpose** is the reason that you do something.

→ *The **purpose** of exercising is to get into shape.*

release [rilí:s] *v.*

To **release** something is to stop holding it.

→ *She **released** the bird from her hands.*

require [rikwáiə:r] *v.*

To **require** something is to say that it is necessary.

→ *We **require** teachers to have a university degree.*

single [síŋgəl] *adj.*

If something is **single**, then there is only one.

→ *I have a **single** key in my hand.*

success [səksés] *n.*

Success is doing something well that you choose to do.

→ *My daughter was a big **success** at school.*

tear [teər] *v.*

To **tear** something means to pull it apart.

→ *It is easy to **tear** paper.*

theory [əí:əri] *n.*

A **theory** is an idea about how something works.

→ *We talked about Einstein's **theory** of relativity in class.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. She looks <u>like someone that I know well</u>.
   fami _____
2. Drinking water is something <u>that she must do</u>.
   neces _____
3. He has an <u>idea</u> of how the machine works.
   the ____
4. The <u>reason that I am doing this</u> is to help children.
   pur _____
5. My teacher will <u>make me want</u> to get good grades.
   enc _____
6. I <u>agree with</u> your idea. I think it will work.
   ac _____
7. It is difficult to <u>keep from falling</u> when you stand on one foot.
   ba _____
8. Her <u>routine</u> of exercising after work is common for many people.
   pa _____
9. There is a <u>big difference</u> between day and night.
   c _____
10. The Earth has a <u>solitary</u> moon.
    s _____

Exercise 2

Part A Choose the right word for the given definition.

1. used when something must be done
   a. propose b. hang c. require d. tear

2. to stop something from falling down
   a. balance b. arrange c. attend d. release

3. a way that something is very different
   a. grab b. success c. accept d. contrast

4. an idea about something
   a. theory b. familiar c. necessary d. encourage

5. the only one
   a. pattern b. single c. huge d. attend

Part B Check (√) the one that suits the blank naturally.

1. It started to rain, _____.
   ___ a. it hung on the wall ___ b. so I grabbed my umbrella.

2. When she heard I was leaving, _____.
   ___ a. she proposed a party ___ b. she had huge fun

3. Don't pull on my shirt, or _____.
   ___ a. you might tear it ___ b. you might arrange it

4. If you try hard, _____.
   ___ a. you can attend many things ___ b. you will have success

5. When I catch fish, _____.
   ___ a. I usually release them back into the water
   ___ b. they require a good dinner

How the Sun and the Moon Were Made

Do you ever wonder where the moon and the sun came from? The Inuit people of Alaska have a **theory**.

They tell a story about a beautiful girl. She was very nice. In **contrast**, her brother was a mean little boy. One day he **proposed** something. "We should go to a party," he said. The girl **accepted**. First, it was **necessary** for her to prepare. She **arranged** her hair and put on nice clothes. This **required** a lot of time. But the girl worked hard, and soon she had **success**. She looked perfect.

They **attended** the party together. The girl was having fun. Later, she walked into the bathroom. Suddenly, the lights were turned off! Someone **grabbed** her hair and **tore** her clothes. She ran out of the bathroom. She wanted to know who did this to her.

Then she had an idea. She fixed her hair again. This time it was even more beautiful. She even **balanced** beautiful jewels in it. She wanted to **encourage** the person to grab it again. She put black dirt in her hair. The **purpose** of this was to catch the person.

She went to the bathroom again, and it was the same **pattern**. The lights went off, and someone grabbed her hair. When he **released** it, his hand was black. The girl returned to the party. She knew there was only a **single** person with a black hand. When she saw that person, he was very **familiar**. It was her brother!

He ran into the woods. The girl ran after him. They both carried fire so they could see in the dark. The smoke went into the air. As they ran, they grew. They became **huge**. Then they went into space. When the girl's fire went out, she **hung** in the sky. She became the moon, and her brother became the sun. They chase each other forever.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. The contrast between the sun and the moon
   b. A theory of how the moon and the sun were made
   c. The purpose of the sun and the moon
   d. Why it is necessary for the moon to balance in the sky

2. Why does the girl encourage someone to grab her hair?
   a. She doesn't want him to tear her dress.
   b. She wants to become huge and hang in the sky.
   c. She wants to know who grabbed her hair.
   d. She wants the party to be a success.

3. What was true of the boy in the story?
   a. He accepted the invitation when his sister proposed a party.
   b. He didn't want to attend the party.
   c. He was the only person with a black hand.
   d. He wore a shirt with a beautiful pattern.

4. Why does the girl become angry?
   a. The boy doesn't release her hair.
   b. She is required to arrange her hair.
   c. The smoke from her fire went into the air.
   d. She sees someone familiar with a black hand.

5. How does the girl get ready for the party?

   _____

   _____

UNIT 9

Word List

against [əgénst] *prep.*

To be **against** something is to be touching it or opposed to it.

→ *They both leaned **against** the wall.*

beach [biːtʃ] *n.*

The **beach** is a sandy or rocky place by the ocean.

→ *The little girl built a sandcastle on the **beach**.*

damage [dǽmidʒ] *v.*

To **damage** something is to break it.

→ *The car was **damaged** in the accident.*

discover [diskʌ́vər] *v.*

To **discover** something is to find it for the first time.

→ *I **discovered** some new information in this book!*

emotion [imóuʃən] *n.*

An **emotion** is how you feel.

→ *Anger is a common **emotion** that we all feel.*

fix [fiks] *v.*

To **fix** something is to make it work.

→ *My dad has many tools to help him **fix** broken things.*

frank [fræŋk] *adj.*

If you are **frank**, you are being very honest.

→ *The teacher had a **frank** discussion with her students.*

identify [aidéntəfài] *v.*

To **identify** something is to be able to name it.

→ *I used the file to **identify** his name.*

island [áilənd] *n.*

An **island** is land in the middle of water.

→ *Japan is a group of **islands**.*

ocean [óuʃən] *n.*

The **ocean** is all of the salt water that surrounds land.

→ *The **ocean** can make powerful waves.*

perhaps [pərhæps] *adv.*

Perhaps is used when you say that something could happen.

→ ***Perhaps*** *I will eat an apple for lunch.*

pleasant [plĕznt] *adj.*

If something is **pleasant**, you enjoy it.

→ *The character had a* ***pleasant*** *look on its face.*

prevent [privĕnt] *v.*

To **prevent** something is to stop it from happening.

→ *The handcuffs* ***prevented*** *me from moving my hands.*

rock [rak] *n.*

A **rock** is a hard thing in the dirt.

→ *I stacked* ***rocks*** *on top of one another.*

save [seiv] *v.*

To **save** something is to keep it from being hurt.

→ *I want to help* ***save*** *the world.*

step [step] *v.*

To **step** is to walk.

→ *Be careful where you* ***step****.*

still [stil] *adv.*

Still is used when you say that a situation keeps going on.

→ *They are* ***still*** *waiting in line to get tickets.*

taste [teist] *n.*

A **taste** is the flavor something makes in your mouth.

→ *The* ***taste*** *of the fruit was sweet.*

throw [erou] *v.*

To **throw** something is to use your hand to make it go through the air.

→ *The pitcher can* ***throw*** *the baseball very fast.*

wave [weiv] *n.*

A **wave** is a line of water that moves higher than the rest of the water.

→ *The water was filled with large blue* ***waves****.*

Exercise 1

Choose the right definition for the given word.

1. wave
   a. to pass from physical life
   b. salt water that surrounds land
   c. a raised line of water
   d. land in the middle of water

2. taste
   a. to hurt
   b. to find
   c. flavor
   d. to walk

3. against
   a. to be touching something
   b. to stop from happening
   c. maybe
   d. enjoyable

4. rock
   a. feelings
   b. a place by the ocean
   c. honest
   d. a hard thing in the ground

5. throw
   a. to name something
   b. to put something into the air
   c. to make something work
   d. to stop something from being hurt

6. island
   a. land
   b. salt water
   c. feelings
   d. hard thing

7. discover
   a. to be nice
   b. to find something
   c. to stop
   d. to name

8. step
   a. to keep from harm
   b. to be next to
   c. to walk
   d. to hurt

9. beach
   a. water that comes on land
   b. a sandy or rocky place by the ocean
   c. the flavor of something
   d. something could happen

10. fix
    a. to make something work
    b. to pass from physical life
    c. to be honest
    d. to make something move in the air

Exercise 2

Choose the right word for the given definition.

1. to be touching something
   a. beach b. against c. discover d. wave
2. to break something
   a. identify b. maybe c. damage d. ocean
3. a way that you feel
   a. prevent b. emotion c. rock d. pleasant
4. very honest
   a. still b. step c. throw d. frank
5. land in the middle of water
   a. save b. taste c. island d. fix

Exercise 3

Choose the word that is a better fit for each sentence.

1. **wave / beach**
   I like to play on the _____.
   The big _____ pushed the swimmer back.
2. **ocean / island**
   They walked across the _____ to find food.
   I am scared of some animals that live in the _____.
3. **fix / damage**
   My dad knows how to _____ cars.
   If you _____ the light, we won't be able to see at night.
4. **still / rock**
   We have to go around that large _____.
   We are _____ planning to go to Florida this winter.
5. **step / throw**
   Do you know how to _____ a football?
   Please _____ into the house.

The Starfish

Last summer I took a trip to an **island**. I had a lot of fun. I sat and watched the **waves** and listened to the **ocean**. I learned to **identify** birds. I **discovered** pretty things and enjoyed the **taste** of new foods. It was a very nice time.

One evening I took a **pleasant** walk by the ocean. When the waves came in, many starfish* fell on the **beach**. Some starfish went back into the water, and they were safe. But other starfish were **still** on the sand. They would die if they did not get into the water. There were many starfish on the beach that night. It made me sad, but I knew I could not **fix** the problem. I **stepped** very carefully so I did not **damage** them.

Then I saw a little girl. She was also sad about the starfish. She wanted to **prevent** all of them from dying. She asked me if I could **perhaps** help her.

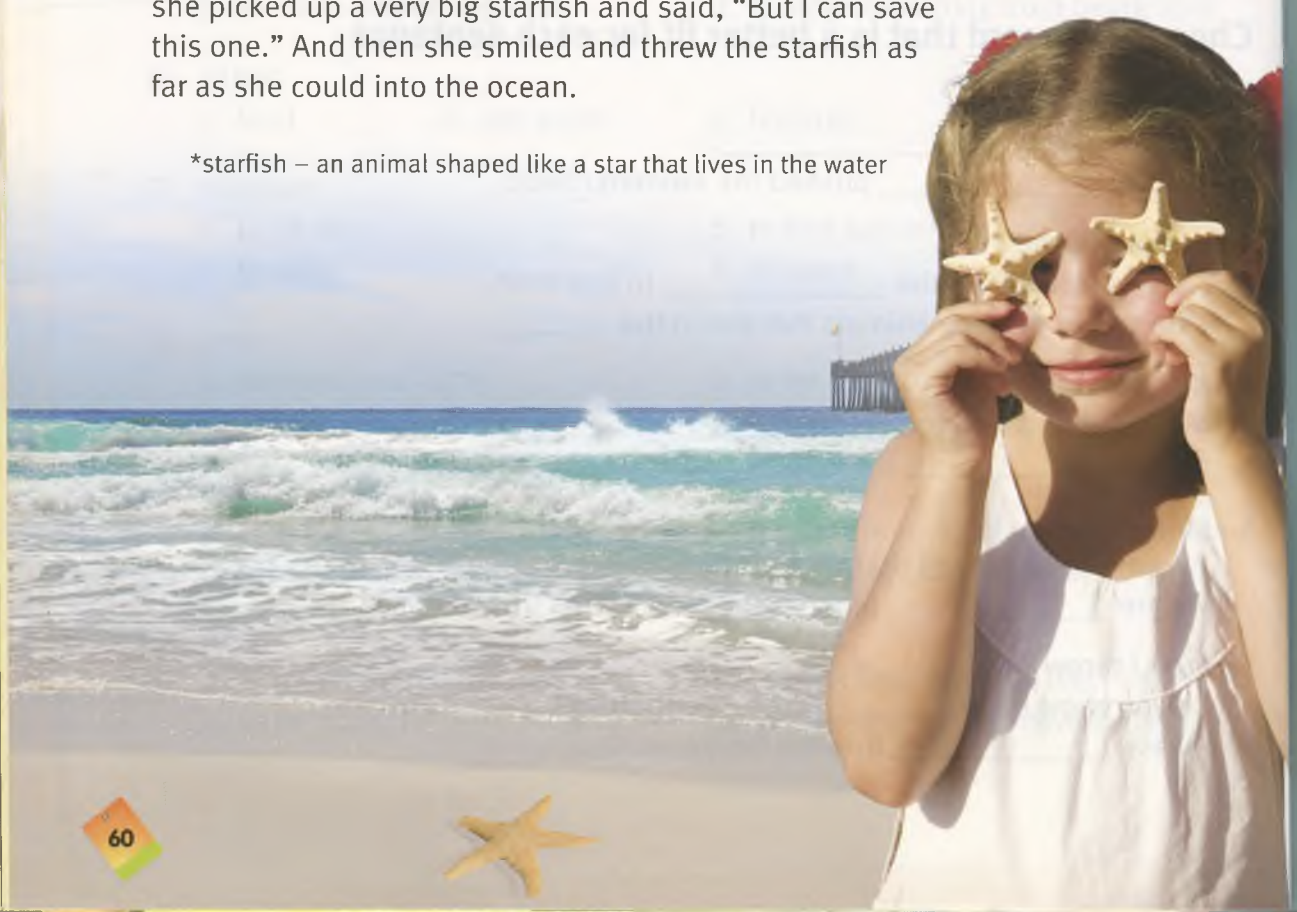
"To be **frank**, I don't think we can do anything," I said.

The little girl started to cry. She sat back **against** a **rock** and thought for a while. Finally, the **emotion** was gone. She stopped crying and stood up. Then she picked up a starfish and **threw** it into the water.

"What are you doing?" I asked her. But she did not answer me. She just threw as many starfish as she could. "You cannot **save** all of them!" I said.

She stopped to look at me. "No, I cannot save them all," she replied. Then she picked up a very big starfish and said, "But I can save this one." And then she smiled and threw the starfish as far as she could into the ocean.

*starfish – an animal shaped like a star that lives in the water



Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A girl who wants to save starfish
   b. How to throw starfish
   c. A girl who is too frank
   d. Birds and animals at the ocean

2. What causes the little girl's emotion?
   a. She cannot fix the damage she finds to homes.
   b. She cannot prevent starfish from dying in the sand.
   c. She discovers starfish in the water.
   d. She steps on a rock and hurts her foot.

3. What does the man think is NOT good about the island?
   a. Watching the waves
   b. Identifying birds
   c. The starfish dying on the sand
   d. Tasting new food

4. What does the girl think the man can perhaps do?
   a. Identify birds
   b. Take a walk on the beach
   c. Discover something pretty
   d. Help her save starfish

5. Which starfish were safe on the beach?

   _____

   _____

UNIT 10

Word List

benefit [bénəfit] *n.*

A **benefit** is a good thing.

→ *Being able to fly is a good **benefit** to birds.*

certain [sə́:rtən] *adj.*

If you are **certain** about something, you know it is true.

→ *I am **certain** that zebras have stripes.*

chance [tʃæns] *n.*

A **chance** is an opportunity to do something.

→ *I had a **chance** to see the Roman Coliseum last summer.*

effect [ifékt] *n.*

An **effect** is a change made by something else.

→ *The medicine had a good **effect** on the boy.*

essential [isénʃəl] *adj.*

If something is **essential**, it is very important and necessary.

→ *It is **essential** to have oxygen when you scuba dive.*

far [fɑ:r] *adj.*

If something is **far**, it is not close.

→ *It's **far** going from the east coast to the west coast of America.*

focus [fóukəs] *v.*

To **focus** on something is to think about it and pay attention to it.

→ *My mom always helps me to **focus** on my school work.*

function [fʌ́ŋkʃən] *n.*

The **function** of something is what it does.

→ *The **function** of a flashlight is to help you see in the dark.*

grass [græs] *n.*

Grass is the green leaves that cover the ground.

→ *The **grass** looked so soft and green.*

guard [gɑ:rd] *v.*

To **guard** something is to take care of it.

→ *The police officer will **guard** us from any harm.*

image [imidʒ] *n.*

The **image** of something is a picture of it.

→ *The **image** of her eye was very clear.*

immediate [imí:diət] *adj.*

If something is **immediate**, it happens quickly.

→ *An **immediate** response came from the pizza place.*

primary [práimeri] *adj.*

If something is **primary**, it is the most important thing.

→ *His **primary** thoughts are about money.*

proud [praud] *adj.*

If someone feels **proud**, they are happy about what they have done.

→ *She is **proud** of the picture she drew of her house.*

remain [riméin] *v.*

To **remain** somewhere is to stay there.

→ *My sister had to **remain** home since she was sick.*

rest [rest] *v.*

To **rest** is to stop being active while the body gets back its strength.

→ *I **rested** on the couch after work.*

separate [sépərèit] *adj.*

If two things are **separate**, they are not together.

→ *New York and Los Angeles are in two **separate** parts of America.*

site [sait] *n.*

A **site** is a place.

→ *We found the perfect **site** for our picnic.*

tail [teil] *n.*

A **tail** is a part of an animal's body, sticking out from its rear or back.

→ *Our dog wags its **tail** when it's happy.*

trouble [trʌ́bəl] *n.*

Trouble is a problem or a difficulty.

→ *I have **trouble** working with my boss.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. It is very important that you call your mother soon.
   essen _____
2. The good thing about being old is that you know many things.
   bene ____
3. I have problems with my science homework.
   tro _____
4. I am sure that she will come to his party.
   cer _____
5. The job of the stove is to cook.
   fun _____
6. That is the place where they met.
   si ___
7. I saw his picture on TV.
   i _____
8. The twins don't like to be apart.
   s _____
9. I like to stay at home on the weekends.
   r _____
10. His part that comes out of his rear was shaking because he was happy.
    t ____

Exercise 2

Part A Choose the word that is a better fit for each sentence.

1. **effect / benefit**
   The _____ of the rain was slippery roads.
   The _____ of waking up early is being at work on time.

2. **primary / immediate**
   She had to make a(an) _____ phone call.
   The _____ cause of my problems is laziness.

3. **rested / proud**
   He was _____ when he got the best score.
   We _____ under the shade of a tree.

4. **far / separate**
   Her new school is _____ from here.
   She and her best friend hate to be in _____ classrooms.

5. **guard / remain**
   I have to _____ my money from my little brother.
   I have to _____ in school for four more years.

Part B Check (√) the one that suits the blank naturally.

1. Every year for my birthday, _____.
   ___ a. I return to the site of my birth ___ b. my cat has a short tail

2. I believe her _____.
   ___ a. because she has a chance to lie ___ b. because she's certain of the facts

3. My new watch is great. _____.
   ___ a. It has many functions ___ b. It causes me trouble

4. I was afraid _____.
   ___ a. because I thought of a scary image of a snake
   ___ b. because I didn't focus on my work

5. I eat many fruits _____.
   ___ a. because they are essential for good health
   ___ b. because they taste like grass

The First Peacock

Argos lived in Ancient Greece. He was a husband and a **proud** father. He worked hard and did well at his job. But one thing about him wasn't normal. He was born with 100 eyes. Having many eyes was usually a **benefit** to him. He had a **chance** to see many things.

Also, since he had so many eyes, he was very good at **guarding** things. While sleeping, he only **rested** a few eyes at a time. The others stayed awake. He worked for Hera, a great goddess. His **primary function** was to guard a special cow. The cow was very important to Hera. It was her favorite pet. The most **essential** part of his job was to keep the cow alone. It had to be kept **separate** from all the other cows and **far** away from people.

This was an easy job for Argos. The cow just ate **grass** all day. But the god Zeus wanted the cow. He wanted to take it away from Hera. He had a plan. He found a great music player. He asked the man to play a beautiful song for Argos. Zeus was **certain** Argos would go to sleep.

The song had an **immediate effect**. Argos couldn't **focus** on his job. He fell asleep. Zeus saw this, and he took the cow.

Hera was very angry with Argos. She turned him into a peacock. She put his many eyes on his **tail**. Argos was very sad.

Zeus saw how much **trouble** he had caused Argos. He made another plan. He turned Argos into a group of stars. He wanted Argos to **remain** in the sky forever. Even today, Argos' **image** remains there, above the **site** where all his problems began. We can still see him in the night sky.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why it is essential to guard cows
   b. How to play beautiful music
   c. How the image of a peacock in the sky came about
   d. How being born with 100 eyes benefited a man

2. Why was guarding Hera's cow easy for Argos?
   a. All it did was eat grass all day.
   b. It was kept separate from all the other cows.
   c. He had a chance to listen to music.
   d. He was able to sleep instead of focusing on it.

3. Why did Zeus turn Argos into a group of stars?
   a. He wanted Argos to see the site of his trouble.
   b. He was certain that Argos would fall asleep.
   c. He wanted to make Argos remain in the sky forever.
   d. He wanted to cause Argos immediate trouble.

4. What was the primary function of Argos' job?
   a. To make sure the cow was never sad
   b. To keep the cow far away from people
   c. To see the effects of music on the cow
   d. Work for a proud goddess named Hera

5. How did Argos sleep?

_____

_____

UNIT 11

Word List

anymore [ènimɔ́:r] *adv.*

Anymore means any longer.

→ *Her old pants don't fit her **anymore**.*

asleep [əslí:p] *adj.*

When a person is **asleep**, they are not awake.

→ *The baby has been **asleep** for hours.*

berry [bέri] *n.*

A **berry** is a small round fruit that grows on certain plants and trees.

→ *The **berry** looked delicious.*

collect [kəlékt] *v.*

To **collect** things is to group them together all in one place.

→ *I **collected** shells when I was younger.*

compete [kəmpí:t] *v.*

To **compete** is to try to be better than someone.

→ *He will **compete** with very good athletes.*

conversation [kɑ̀nvərséiʃən] *n.*

A **conversation** is a talk between people.

→ *There were two **conversations** going on at once.*

creature [krí:tʃər] *n.*

A **creature** is any living thing.

→ *The **creature** we saw today was either a dolphin or a porpoise.*

decision [disiʒən] *n.*

A **decision** is a choice.

→ *He made the wrong **decision**.*

either [í:ðər] *conj.*

Either is used with "or" to say there are two or more possibilities.

→ *You can choose to be **either** white or black when you play chess.*

forest [fɔ́(:)rist] *n.*

A **forest** is a place with lots of trees and animals.

→ *I love to go walking in the **forest**.*

ground [graund] *n.*

The **ground** is the top part of the Earth that we walk on.

→ *The **ground** under our feet was dry and brown.*

introduce [intrədjú:s] *v.*

To **introduce** someone or something is to say who they are.

→ *I **introduced** myself to our newest co-worker today.*

marry [mæri] *v.*

To **marry** is to legally become husband and wife.

→ *Rose and Henry were **married**, and they lived happily.*

prepare [pripɛ́ər] *v.*

To **prepare** is to get ready for something.

→ *I **prepared** my speech to the class.*

sail [seil] *v.*

To **sail** is to move a boat on the water.

→ *I love to **sail** my boat on the lake.*

serious [siəriəs] *adj.*

When something is **serious**, it is bad or unsafe.

→ *The accident was very **serious**.*

spend [spend] *v.*

To **spend** is to use time doing something or being somewhere.

→ *I like to **spend** my free time fishing.*

strange [streindʒ] *adj.*

When something is **strange**, it is not normal.

→ *Joe had a **strange** look on his face after he saw what happened.*

truth [tru:θ] *n.*

The **truth** is a fact or something that is right.

→ *He was telling the **truth** about seeing a large green snake.*

wake [weik] *v.*

To **wake** is to not be sleeping anymore.

→ *He is always full of energy when he **wakes** in the morning.*

Exercise 1

Choose the right word for the given definition.

1. to marry
   a. collect b. wed c. prepare d. introduce
2. a living thing
   a. conversation b. truth c. creature d. decision
3. to move a boat across the water
   a. spend b. berry c. forest d. sail
4. one thing or the other
   a. asleep b. compete c. either d. serious
5. any longer
   a. ground b. strange c. wake d. anymore

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The doll broke when it fell onto the floor.
   gr _ _ _ _
2. I like to use my time taking long walks in the forest.
   sp _ _ _ time
3. He loved to travel in his boat to many islands.
   sa _ _ _
4. I stop sleeping when the dog barks.
   w _ _ _ _
5. The area was full of trees and plants.
   f _ _ _ _ _ _

Exercise 3

Fill in the blanks with the correct words from the word bank.

WORD BANK

compete	decision	collect	strange
prepare	serious	truth	asleep
introduce	conversation		

1. To _____ for the test, I had to study a long time.
2. Playing with a knife can lead to _____ injury.
3. It's _____ for her to be mean; usually she is very kind.
4. Michael's parents and teacher had a _____ about his grades.
5. I _____ books, and now I have over 500 of them.
6. She did not know my name, so I had to _____ myself.
7. I had to make a _____ about which book I wanted to buy.
8. He lies a lot, but I hope he is telling the _____.
9. Many countries _____ in the Olympics every four years.
10. He was so tired that he fell _____ right away.

Princess Rose and the Creature

There was once a beautiful princess named Rose. Her mother, the queen, however, was not as beautiful as the princess. The queen felt bad that she was not the most beautiful woman in the kingdom **anymore**. She was tired of **competing** with her daughter. She made a **decision**. She **prepared** a drink for the princess. After the princess drank it, she fell **asleep**. Then the queen took the princess to the **forest**. She left the princess there. It was a very **serious** thing to do. **"Either** she will be killed by animals or she will get lost in the forest," the queen thought.

The princess had a dream. She dreamed about a man with brown hair and brown eyes. It was the man she would wed.

The princess **woke** up. She saw a **strange creature** on the **ground**. It looked like a man, but he was hairy and green. He had horns on his head and a pig's nose.

The creature said, "Did I scare you? I hope not. Let me **introduce** myself. I am Henry."

"I am not scared. To tell you the **truth**, I think you are cute," said Rose.

Rose and Henry **spent** the day together. They **collected berries**, caught fish, and had lunch. They had a very good day filled with nice **conversations**.

"Rose, I have to go home," said Henry. "My ship will **sail** home soon. I can't leave you here in the forest alone. Will you come with me?"

Rose was very happy. She gave Henry a kiss right on his pig nose. As soon as she kissed Henry, he began to change. His pig nose turned into a man's nose. His horns and green hair went away. Standing in front of her was the man Rose had dreamt about.

Rose and Henry were **married**, and they lived happily.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A strange creature that competes with a princess
   b. Why a queen had a conversation with a princess
   c. How a princess met a creature in a forest
   d. A serious decision made by a princess

2. Which of the following is NOT true in the story?
   a. The queen fell asleep in the forest.
   b. The princess had a dream.
   c. The creature wasn't mean or scary.
   d. Henry said he was going to sail away on a ship.

3. What did the queen want to happen to the princess?
   a. A creature would wake the princess.
   b. A creature would prepare a drink for the princess.
   c. An animal would kill the princess if she was left on the ground.
   d. Rose and a creature would collect either berries or fruits.

4. Which of the following is true at the end of the story?
   a. Rose introduces Henry to the queen.
   b. Rose and Henry wed.
   c. The queen learns the truth about Rose.
   d. The queen sails away on a ship.

5. What did the princess dream in the forest?

   _____

   _____

UNIT 12

Word List

alone [əlóun] *adj.*

If someone is **alone**, they are not with another person.
→ *The boy wanted to be **alone** to think.*

apartment [əpɑ́:rtmənt] *n.*

An **apartment** is a set of rooms in a building where people live.
→ *She has a nice **apartment** in the city.*

article [ɑ́:rtikl] *n.*

An **article** is a story in a newspaper or magazine.
→ *Did you read the **article** in the newspaper about the soccer game?*

artist [ɑ́:rtist] *n.*

An **artist** is a person who paints, draws, or makes sculptures.
→ *He went to Paris to become an **artist**.*

attitude [ætitjú:d] *n.*

Someone's **attitude** is the way they feel and think.
→ *John has a bad **attitude**. He's always angry.*

compare [kəmpɛ́ər] *v.*

To **compare** means to say how two things are the same and different.
→ *If you **compare** cats and dogs, you'll see that they're both good pets.*

judge [dʒʌdʒ] *v.*

To **judge** something is to say if it is good or bad.
→ *The boy was going to **judge** how his mother's turkey tasted.*

magazine [mæ̀gəzí:n] *n.*

A **magazine** is a regular publication with news, stories, and articles.
→ *She likes to read fashion **magazines**.*

material [mətíəriəl] *n.*

A **material** is what is used to make something.
→ *Brick is a good **material** for building houses.*

meal [mi:l] *n.*

A **meal** is a time when food is eaten like breakfast, lunch, or dinner.
→ *Breakfast is my favorite **meal** because I enjoy breakfast foods.*

method [méəəd] *n.*

A **method** is the way to do something.

→ *One **method** to remember things is to tie a string around your finger.*

neighbor [néibər] *n.*

A **neighbor** is a person who lives near you.

→ *I like my **neighbor** because he's very friendly.*

professional [prəféʃənəl] *adj.*

If something is **professional**, it deals with work that uses special skills.

→ *If you want to be a pilot, you must have **professional** training.*

profit [práfit] *n.*

A **profit** is the extra money you make when you sell something.

→ *I made a small **profit** from selling my old clothes.*

quality [kwáləti] *n.*

The **quality** of something is how good it is.

→ *The **quality** of his car is very good.*

shape [ʃeip] *n.*

A **shape** is a simple form like a square or circle.

→ *The triangle is my favorite **shape**.*

space [speis] *n.*

A **space** is an empty area.

→ *I don't have much **space** for things in my small house.*

stair [stɛə:r] *n.*

Stairs are the things that are used to go up in a building.

→ *You can take the **stairs** to the second floor.*

symbol [símbəl] *n.*

A **symbol** is a thing that stands for something else.

→ *This **symbol** tells us that we cannot smoke in this area.*

thin [θin] *adj.*

If someone or something is **thin**, they are not fat.

→ *The man was **thin** because he didn't eat much.*

Exercise 1

Part A Choose the right word for the given definition.

1. a person who paints, draws, or sculpts
   a. magazine b. article c. artist d. alone

2. to decide that something is good or bad
   a. neighbor b. judge c. meal d. compare

3. a way of doing something
   a. method b. profit c. professional d. attitude

4. how good something is
   a. apartment b. thin c. quality d. stairs

5. something used to make other things
   a. shape b. symbol c. material d. space

Part B Write a word that is similar in meaning to the underlined part.

1. I don't like the person who lives near me.
   neigh ___

2. I read a regular publication about sports.
   maga ____

3. The doctor gave his expert and qualified advice.
   profe _____

4. He looked at the differences between two books.
   co _____

5. She has a good way of thinking about things.
   a _____

Exercise 2

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. When you are **alone**, you are with another person.
   ___ b. You can read **articles** in a newspaper.

2. ___ a. If you make a **profit**, you have more money than you did before.
   ___ b. If you have **professional** training, you can't do a difficult job.

3. ___ a. The Earth is a very **thin** planet.
   ___ b. If something is a **symbol**, it stands for something else.

4. ___ a. You can use **stairs** to go up inside a building.
   ___ b. Since she is a lawyer, people call my wife an **artist**.

5. ___ a. There are many **apartments** in one building.
   ___ b. Your **attitude** is the way you look.

6. ___ a. You cannot get information from a **magazine**.
   ___ b. If you **compare** two things, you say how they are different.

7. ___ a. If you **judge** something, you know if it is good or bad.
   ___ b. **Neighbors** are people who live far from you.

8. ___ a. A **meal** has food and a drink.
   ___ b. A **shape** is something you cannot see.

9. ___ a. A **symbol** is a picture of two different things.
   ___ b. You must have **space** to add more things to a room.

10. ___ a. If something has low **quality**, it is very good.
    ___ b. A **material** is used to make something else.

The Crazy Artist

Frenhofer was the best **artist** in the world. Everyone loved him. The **quality** of his paintings was very high. He always used the best **materials**. He made a big **profit** from his paintings. He had delicious **meals** with his rich **neighbors**. He taught art classes. Life was good.

Then his **attitude** changed. He stopped selling paintings and teaching. He tried a new **method** of painting. He stayed **alone** in his **apartment** all day. He worked all day and all night, rarely eating. Soon Frenhofer became very **thin**. But he kept working on the same painting for many years. He worked as hard as he could.

Finally, he finished the painting. He was very happy and invited other artists to see it. "I want your **professional** opinion," he said. He wanted them to **judge** it and **compare** it to other paintings. Everyone was very excited as they went up the **stairs** to his apartment. Frenhofer was excited to show his painting, and the artists were excited to see it. "They'll love it," he thought. But they did not.

They were surprised by his painting. There was no white anywhere. Frenhofer filled the whole painting with lines and colors. There was no **space** for a normal picture. It was full of strange **shapes**. It looked bad to the other artists. He used **symbols**, and they didn't understand them. They thought it was terrible. "Why did you paint this strange picture?" someone asked. They didn't understand its beauty.

But after some time, many people began to like his painting. People wrote **articles** about it in **magazines**. They said it was his best work. They loved his strange symbols. They loved his strange colors. Frenhofer's painting reminded everyone that just because something was new didn't mean that it was bad. He also helped them to realize that sometimes it takes people a little time to understand great things.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A painter whose neighbors judge his art as poor quality
   b. An artist who teaches art classes in his apartment
   c. A man who writes articles for a magazine
   d. A thin man who eats meals with friends

2. Why does Frenhofer want the artists to see his painting?
   a. He wants to sell it to them for a profit.
   b. He wants them to judge his materials.
   c. He wants them to give their professional opinion.
   d. He wants to compare his new method to theirs.

3. What is true of Frenhofer's painting?
   a. It is made with low-quality materials.
   b. It is full of strange colors and shapes.
   c. It does not have any symbols in it.
   d. It is a picture of other artists.

4. Where do the other artists see his painting?
   a. It is alone in the space used for art classes.
   b. They go to Frenhofer's apartment.
   c. Frenhofer takes it to their apartment.
   d. It is on sale at a famous store.

5. How do the artists feel as they go up the stairs?

   _____

   _____

UNIT 13

Word List

blood [blʌd] *n.*

Blood is the red liquid in your body.

→ *I cut my finger and got **blood** on my shirt.*

burn [bəːrn] *v.*

To **burn** something is to set it on fire.

→ *I **burned** some wood in the camp fire.*

cell [sel] *n.*

A **cell** is a small room where a person is locked in.

→ *The jail **cell** was very small.*

contain [kəntéin] *v.*

To **contain** something is to have it inside.

→ *The mailbox **contained** a letter.*

correct [kərékt] *adj.*

To be **correct** is to be right.

→ *All of my answers on the test were **correct**.*

crop [krɑp] *n.*

A **crop** is food that a farmer grows.

→ *Wheat is a **crop** that is made into bread.*

demand [dimǽnd] *v.*

To **demand** something is to say strongly that you want it.

→ *The workers **demanded** to be paid more money.*

equal [íːkwəl] *adj.*

To be **equal** is to be the same.

→ *Both students are **equal** in age.*

feed [fiːd] *v.*

To **feed** is to give food.

→ *Mother **feeds** my baby brother everyday.*

hole [houl] *n.*

A **hole** is an opening in something.

→ *The man was going to jump into the **hole** in the ice.*

increase [inkríːs] *v.*

To **increase** something is to make it larger or more.

→ *They've **increased** the price of gas by 15 cents!*

lord [lɔːrd] *n.*

Long ago, a **lord** was a man in charge of a town.

→ *The **lord** of the town was not kind.*

owe [ou] *v.*

To **owe** is to have to pay or give back something received from another.

→ *I **owed** him twenty dollars, so I paid him back.*

position [pəzíʃən] *n.*

A **position** is the way something is placed.

→ *How can you sit in that **position**?*

raise [reiz] *v.*

To **raise** something is to lift it up.

→ *We had to work together to **raise** the last piece.*

responsible [rispɑ́nsəbəl] *adj.*

If a person is **responsible**, they do the right things.

→ *I try to be **responsible** and save money.*

sight [sait] *n.*

A **sight** is something interesting to see.

→ *I saw the pyramids of Egypt. What a **sight**!*

spot [spɑt] *n.*

A **spot** is a place where something happens.

→ *The kitchen is a good **spot** to eat meals.*

structure [strʌ́ktʃəːr] *n.*

A **structure** is a building.

→ *They just built a beautiful new **structure** downtown.*

whole [houl] *adj.*

Whole means all of something.

→ *I ate the **whole** pie. We don't have any more.*

Exercise 1

Choose the right word for the given definition.

1. the liquid in your body
   a. spot b. blood c. cell d. owe
2. to set on fire
   a. burn b. increase c. feed d. contain
3. doing what you should do
   a. demand b. raise c. position d. responsible
4. the same as something else
   a. hole b. structure c. lord d. equal
5. something interesting to see
   a. sight b. correct c. whole d. crop

Exercise 2

Fill in the blanks with the correct words from the word bank.

WORD BANK

feed whole cell spot correct

1. I left my coat in the _____ by the window.
2. The poor man had no money to _____ his family.
3. The robber was locked in a _____ for a year.
4. Did you read the _____ book or just part of it?
5. If I get the answers _____, I will pass the test.

Exercise 3

Check (√) the better response to each question.

1. What did your father demand?
   ___ a. He is not nice. ___ b. That I clean my room.
2. Will you help me raise this?
   ___ a. Yes. How high? ___ b. Yes, it goes lower.
3. What position were these in?
   ___ a. They were next to each other. ___ b. They came from the store.
4. Does that bottle contain water?
   ___ a. Yes. What is inside it? ___ b. No, it has milk in it.
5. Did you hear that Jim's house burned down?
   ___ a. That is terrible! ___ b. Is it bigger now?

Exercise 4

Choose the word that is a better fit for each sentence.

1. **structure / cell**
   The bad guy sat on the floor of his _____.
   Dad says the old _____ is not safe.
2. **lord / owe**
   The _____ ruled over 100 people in the town.
   I still _____ the bank money for my university loan.
3. **spot / position**
   Won't your legs hurt if you stay in that _____ for long?
   This is our favorite picnic _____.
4. **whole / hole**
   The _____ class was excited.
   I dug a _____ to put a tree in.
5. **crop / feed**
   Do not _____ any of the animals at the zoo.
   The farmer grew a _____ of potatoes.

The Farmer and the Cats

Arthur was a **responsible** farmer, and Maria was a nice lady. But they were poor. They **owed** the town **lord** money for their land. One summer, their farm **burned**. One **structure** caught fire, and most of the animals ran away. Only the cats stayed. So Arthur and Maria had to bring in their **crops** without an animal's help.

On a fall day, the lord **demanded** his money. Arthur asked if the lord could wait until he brought in his crops.

The lord was angry. He **raised** his hands high and yelled, "Pay me by the end of the week. If you don't, I will **increase** the money you have to pay. I might put you in a jail **cell**."

So Arthur and Maria worked until there was **blood** on their hands. They finished four lines of corn and went to bed.

But the next morning, eight lines were finished! "Maria, didn't we stop in this **spot** here?" Arthur asked.

"Yes, that is **correct**. And the tools were in a different **position**, too," Maria said. They were surprised and happy. That day, they worked hard and finished five lines.

But in the morning, ten lines were done! Each day they did a lot of work. Each night, someone else did an **equal** amount of work. In a week, the **whole** field was finished. "Tomorrow I will sell the crops and pay the lord," Arthur said. But that morning, the crops were gone. A bag was in the middle of the field. It **contained** money.

"Maria, let's see who has helped us work." Through a **hole** in the wall, they saw a funny **sight**. The cats were dancing in the field and eating corn! Now Arthur knew what had happened. The cats had worked at night! After that, Arthur was very nice to his cats and **fed** them lots of corn.

Reading Comprehension

Answer the questions.

1. What does Arthur do in the story?
   a. Put the lady in a jail cell
   b. Raise his hands high
   c. Demand money from people
   d. Work until there is blood on his hands

2. What is true of the cats in the story?
   a. They burn the farm and scare the animals.
   b. They do work equal to Arthur's work.
   c. They think Arthur is very responsible.
   d. They put all the tools in one spot.

3. What does the bag contain?
   a. A gift for the lady
   b. Corn to feed the animals
   c. Money for the lord
   d. A new kind of crop

4. What sight did Maria and Arthur see in the morning?
   a. A hole in the wall of their house
   b. A whole new structure on the farm
   c. The lord working in their fields
   d. The cats dancing on the farm

5. When will the lord increase the money that Arthur has to pay?

_____

_____

UNIT 14

Word List

coach [koutʃ] *n.*

A **coach** is a person who teaches sports.

→ *My **coach** gets very excited during games.*

control [kəntróul] *v.*

To **control** something is to make it do what you want.

→ *To **control** the TV, just push the buttons.*

description [diskripʃən] *n.*

A **description** of someone or something says what they are like.

→ *I gave a **description** of the man with the gun and hat to the police.*

direct [dirékt] *adj.*

If something is **direct**, it goes straight between two places.

→ *The green path is a **direct** route to my house.*

exam [igzǽm] *n.*

An **exam** is a test.

→ *I did some practice questions for the math **exam** on the board.*

example [igzǽmpəl] *n.*

An **example** of something is a thing that is typical of it.

→ *Cola is an **example** of a soft drink.*

limit [límit] *n.*

A **limit** is the largest or smallest amount of something that you allow.

→ *My mother put a **limit** on how much I could use the phone.*

local [lóukəl] *adj.*

If something is **local**, it is nearby.

→ *The **local** market in my neighborhood sells all the food we need.*

magical [mǽdʒikəl] *adj.*

Magical describes a quality that makes someone or something special.

→ *The fireworks made the night sky look so **magical**.*

mail [meil] *n.*

Mail is letters and other things sent to people.

→ *I get a lot of **mail** because I have friends all over the world.*

novel [nάvəl] *n.*

A **novel** is a book that tells a story.

→ *He wrote a great **novel** about ancient China.*

outline [άutlàin] *n.*

An **outline** is the plan for a story or essay.

→ *Before I wrote my essay, I made an **outline**.*

poet [pόuit] *n.*

A **poet** is a person who writes poems.

→ *William Shakespeare was one of the greatest **poets**.*

print [print] *v.*

To **print** something is to put it onto paper.

→ *Make sure that you **print** your name clearly.*

scene [si:n] *n.*

A **scene** is one part of a book or movie.

→ *A movie is made up of many short pieces or **scenes**.*

sheet [ʃi:t] *n.*

A **sheet** is a thin flat piece of paper.

→ *I only needed a single **sheet** of paper to do my homework.*

silly [síli] *adj.*

If someone or something is **silly**, they show a lack of thought.

→ *I made a **silly** mistake of dropping mom's vase.*

store [stɔ:r] *n.*

A **store** is a place where you can buy things.

→ *I picked up a few things at the grocery **store**.*

suffer [sʌ́fər] *v.*

To **suffer** is to feel pain.

→ *Her headache made her **suffer** all day.*

technology [teknάlədʒi] *n.*

Technology is new things made by using science.

→ *He loves **technology** such as laptop computers.*

Exercise 1

Part A Write a word that is similar in meaning to the underlined part.

1. He got a low score on the science test.
   ex ___
2. The evening was filled with special things that made it different.
   ma _____
3. He loves to have the best things that are new to the world.
   tech _____
4. I only read the plan for the story.
   ou _____
5. The writer is good at making sentences about what someone looks like.
   de _____

Part B Check (√) the better response to each question.

1. Have you been to the local cinema?
   ___ a. Yes, I went there yesterday.
   ___ b. No, it is in the other city.
2. Will you go to the store?
   ___ a. No, I saw it yesterday.
   ___ b. Yes, I need a new hat.
3. Do you like the new coach?
   ___ a. Yes, he's very nice.
   ___ b. No, it is too expensive.
4. What was your favorite scene?
   ___ a. I didn't like any of them.
   ___ b. I bought it last week.
5. Did you buy the novel?
   ___ a. Yes, he was very nice.
   ___ b. No, someone gave it to me.

Exercise 2

Check (√) the one that suits the blank naturally.

1. I like to read, _____.
   ___ a. so I buy many novels ___ b. so I am a poet

2. He doesn't always use the best judgment, _____.
   ___ a. she suffers a lot ___ b. so he makes some silly mistakes

3. He has many computers. _____.
   ___ a. They are on sheets ___ b. He loves technology

4. I don't play on the soccer team _____.
   ___ a. because I don't like the coach
   ___ b. because the outline is too long

5. She likes her teacher. _____.
   ___ a. He uses helpful examples
   ___ b. He writes a lot of mail in class

6. The movie was too boring. _____.
   ___ a. They shouldn't have printed it
   ___ b. It needed more exciting scenes

7. My dog won't bite you. _____.
   ___ a. I can control it ___ b. He is doing an exam

8. I need to buy some food, so _____.
   ___ a. I'm going to the store ___ b. I am over the limit

9. She doesn't like that book because _____.
   ___ a. she has a local book ___ b. the examples are not clear enough

10. When he travels, _____.
    ___ a. he always takes a direct flight
    ___ b. he gives a description of airplanes

A Magical Book

Sarah loved to read. She read **novels** and poems. She loved the beautiful **descriptions** and phrases. She loved reading work from **poets** and novelists. She didn't like video games or **technology**. She was on the basketball team, but she didn't like sports. Her parents made her play basketball. In fact, Sarah's parents made her do many things. But she didn't want to do those things. She just wanted to sit and read all day.

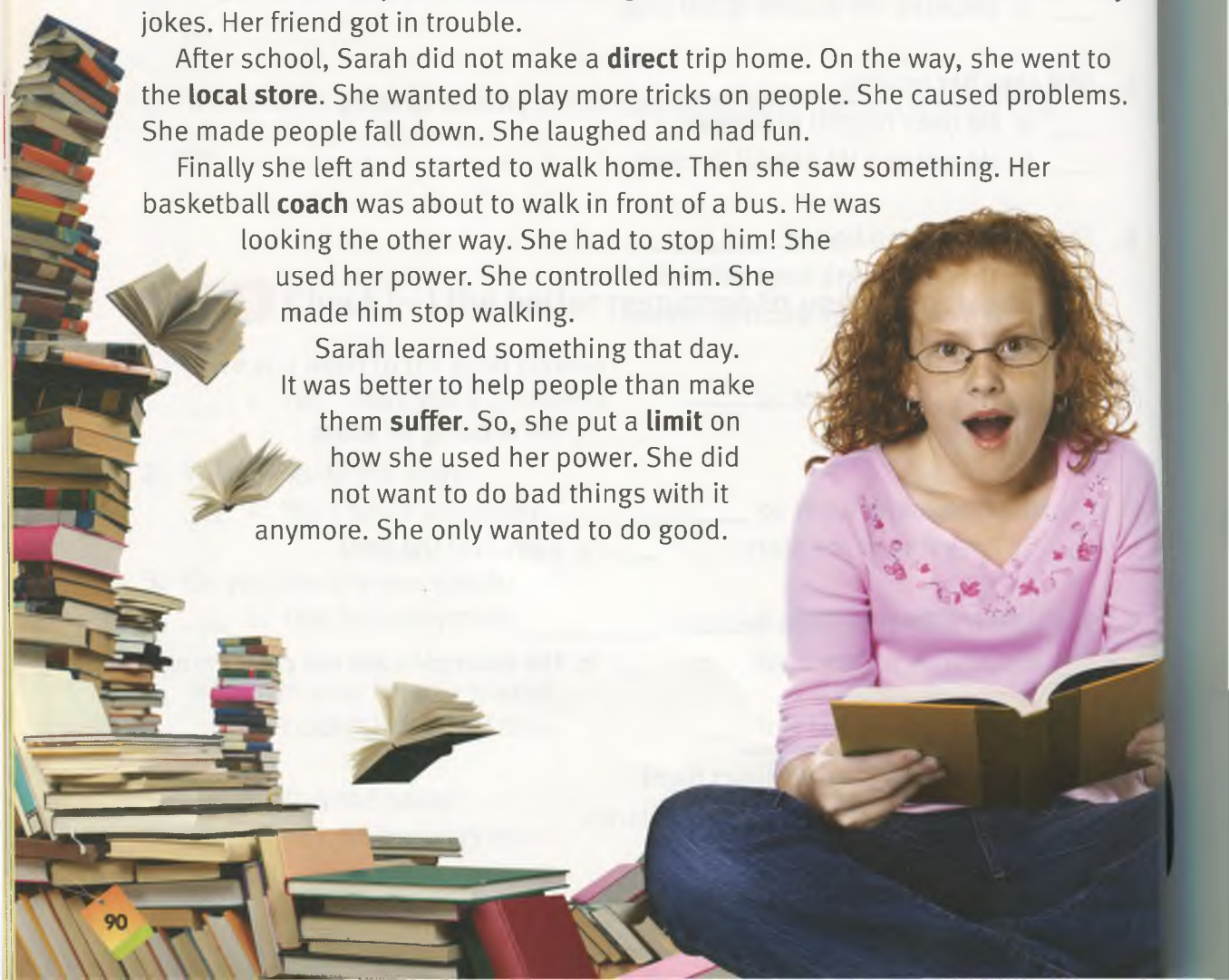
One day, a small book came in the **mail**. It was for Sarah. The book looked very special. It was **printed** on **sheets** of gold. Sarah began to read. The **outline** of the story was simple. It was about a **magical** place. Strange things happened there. One **example** from the book was about a boy who could **control** people. In one **scene**, he made his friends tell funny jokes.

Sarah loved the book. She read it all the time. Then something strange happened. The book gave Sarah a special power. She could control other people. She was like the boy in the book. During one **exam**, she made her friend tell **silly** jokes. Her friend got in trouble.

After school, Sarah did not make a **direct** trip home. On the way, she went to the **local store**. She wanted to play more tricks on people. She caused problems. She made people fall down. She laughed and had fun.

Finally she left and started to walk home. Then she saw something. Her basketball **coach** was about to walk in front of a bus. He was looking the other way. She had to stop him! She used her power. She controlled him. She made him stop walking.

Sarah learned something that day. It was better to help people than make them **suffer**. So, she put a **limit** on how she used her power. She did not want to do bad things with it anymore. She only wanted to do good.



Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A girl who gets a novel about technology in the mail
   b. A basketball coach who tells jokes to people
   c. A man who takes a direct trip to the local store
   d. A girl who can control other people

2. Why does Sarah love to read?
   a. It gives her control over other people.
   b. She likes the phrases and descriptions in books.
   c. She likes to tell jokes to her teachers.
   d. She wants to be a poet.

3. What does Sarah learn in the end?
   a. She should make other people suffer.
   b. Simple stories are the best.
   c. She must limit her power.
   d. She should not read during an exam.

4. What is true about the magical book?
   a. It is printed on sheets of gold.
   b. Its outline is hard to understand.
   c. It gives examples of good jokes.
   d. Sarah doesn't want to write in it.

5. Why is Sarah on the basketball team?

   _____

   _____

UNIT 15

Word List

across [əkrɔ́:s] *prep.*

To go **across** something is to go to the other side of it.
→ *He walked **across** the board to the other side.*

breathe [bri:ð] *v.*

To **breathe** means to let air go in and out of your body.
→ *We need strong healthy lungs to help us **breathe** well.*

characteristic [kæriktərístik] *n.*

A **characteristic** is something that shows what a person or a thing is like.
→ *One **characteristic** of tigers is their black stripes.*

consume [kənsú:m] *v.*

To **consume** something means to eat or drink it.
→ *Jack **consumed** a whole plate of spaghetti.*

excite [iksáit] *v.*

To **excite** someone means to make them happy and interested.
→ *I heard about the school dance on Friday. This **excited** me.*

extreme [ikstrí:m] *adj.*

If something is **extreme**, it is in a large amount or degree.
→ *His workout was so **extreme** that he was sweating heavily.*

fear [fiər] *n.*

Fear is the feeling of being afraid.
→ *I have a great **fear** of skateboarding.*

fortunate [fɔ́:rtʃənit] *adj.*

If you are **fortunate**, you are lucky.
→ *I was **fortunate** to get a seat.*

happen [hǽpən] *v.*

If someone **happens** to do something, they do it by chance.
→ *I **happened** to meet some new friends at school today.*

length [leŋkə] *n.*

The **length** of something is how long it is from one end to the other.
→ *The **length** of the floor is three meters.*

mistake [mistéik] *n.*

A **mistake** is something you do wrong.

→ *My boss always yells at me when I make a **mistake**.*

observe [əbzə́:rv] *v.*

To **observe** something is to watch it.

→ *Brian **observed** the sun rising over the mountains.*

opportunity [ɑ̀pərtjú:nəti] *n.*

An **opportunity** is a chance to do something.

→ *I had an **opportunity** to take pictures in the jungle.*

prize [praiz] *n.*

A **prize** is something of value that is given to the winner.

→ *I won a **prize** for getting the best grade on my science test.*

race [reis] *n.*

A **race** is a contest to see who is the fastest.

→ *Paul is a fast runner, so he easily won the **race**.*

realize [rí:əlàiz] *v.*

To **realize** is to suddenly understand.

→ *After I left my house, I **realized** that I left the light on.*

respond [rispɑ́nd] *v.*

To **respond** is to give an answer to what someone else said.

→ *When the teacher asked the question, we all **responded**.*

risk [risk] *n.*

A **risk** is a chance of something bad happening.

→ *I took a **risk** and climbed the snowy mountain.*

wonder [wʌ́ndə:r] *v.*

To **wonder** is to ask yourself questions or have a need to know.

→ *The young mother **wondered** if she'd have a boy or a girl.*

yet [jet] *adv.*

Yet is used to say something has not happened up to now.

→ *We can't go out **yet**; we're still eating.*

Exercise 1

Choose the right word for the given definition.

1. something of value that is given to the winner
   a. opportunity
   b. prize
   c. risk
   d. happen

2. lucky
   a. extreme
   b. across
   c. fortunate
   d. yet

3. to eat
   a. consume
   b. breathe
   c. realize
   d. observe

4. the feeling of being afraid
   a. length
   b. fear
   c. happen
   d. characteristic

5. to do by chance
   a. respond
   b. realize
   c. excite
   d. happen

6. how long something is
   a. length
   b. characteristic
   c. wonder
   d. mistake

7. to let air in and out of your body
   a. observe
   b. breathe
   c. consume
   d. excite

8. something you did wrong
   a. happen
   b. fear
   c. mistake
   d. risk

9. up to this point
   a. extreme
   b. length
   c. across
   d. yet

10. to understand
    a. realize
    b. breathe
    c. respond
    d. observe

Exercise 2

Part A Write a word that is similar in meaning to the underlined part.

1. I had to walk <u>to the other side of</u> the school to get to my next class.

   acr ___

2. Brad chose not to <u>give an answer</u> when I asked about his weekend.

   resp ___

3. Sarah ran around the park to get ready for the <u>contest where people run against each other</u>.

   ra ___

4. Michael <u>saw</u> the accident that occurred today.

   obs ___

5. Renee knew there was a <u>chance of something bad happening</u> when she went swimming in the ocean.

   r ___

Part B Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. Being tall is a **characteristic** of many trees.
   ___ b. I was **fortunate** because I received some useless gifts.

2. ___ a. Because he left work early, Carl had an **opportunity** to go to the concert.
   ___ b. I could feel the **length** of the air outside.

3. ___ a. Angela felt **fear** when she got a good grade on her test.
   ___ b. Our team won. We were **fortunate**.

4. ___ a. Jeremy thought his hair was just the right **length**.
   ___ b. Michelle left her **characteristic** at my house.

5. ___ a. Theresa found an **opportunity** on the ground outside.
   ___ b. Billy feels **fear** when he has to talk in front of people.

The Big Race

A dog saw a group of animals **across** the road. He walked over to meet them.

"What are you doing?" he asked them.

"I just sold them tickets to a race between the rabbit and the turtle," the duck **responded**.

This news **excited** the dog. He felt **fortunate** that he **happened** to be there. "I don't have anything to do today," the dog said. "I want to buy a ticket, too."

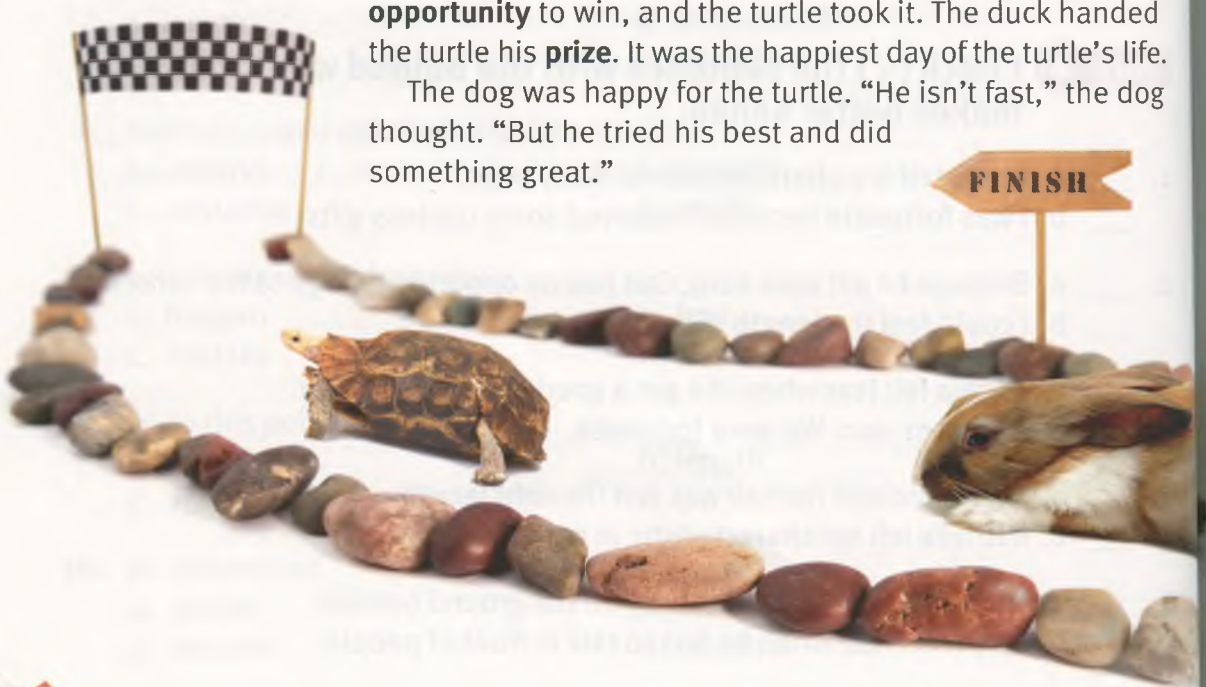
The dog sat down to **observe** the **race**. The race would be **extreme**. It would be many kilometers in **length**. The rabbit and the turtle stood next to each other. They waited for the race to start. The dog **wondered** why the turtle agreed to run against the rabbit. Being fast was not a **characteristic** of turtles. The rabbit was going to win easily.

Suddenly, the race began. The rabbit ran extremely quickly. The turtle walked slowly. After a minute, the rabbit looked back. He saw that the turtle was far behind him and was **breathing** quickly because he was so tired. The rabbit smiled and slowed to a walk.

A minute later, the rabbit said, "I'm winning, so I'll take a rest." He sat and began to **consume** some grass. Then, he let his eyes close. He wasn't the winner **yet**. But there was no **risk** of him losing the race. He went to sleep.

Hours later, a loud sound woke him. All of the animals were yelling and looking at the field. He felt **fear** for the first time. The turtle was almost at the finish line. Now, the rabbit **realized** his **mistake**. But the race was over. He gave the turtle an **opportunity** to win, and the turtle took it. The duck handed the turtle his **prize**. It was the happiest day of the turtle's life.

The dog was happy for the turtle. "He isn't fast," the dog thought. "But he tried his best and did something great."



Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A race between a rabbit and a turtle
   b. The risk of running in a race
   c. The extreme speed of rabbits
   d. How to observe a turtle

2. What did the duck do for the other animals?
   a. He told them the news.
   b. He gave them a prize.
   c. He responded to their questions.
   d. He sold tickets to them.

3. Why did the dog think the turtle had no opportunity to win the race?
   a. The turtle hadn't won a race yet.
   b. The turtle couldn't walk across such a length.
   c. Being fast was not a characteristic of turtles.
   d. The turtle was not fortunate.

4. What did the rabbit do after he woke up?
   a. He consumed some grass.
   b. He realized his mistake.
   c. He breathed quickly.
   d. He excited the animals.

5. What did the rabbit see to make him feel fear?

   _____

   _____

UNIT 16

Word List

academy [əkædəmi] *n.*

An **academy** is a special type of school.

→ *There are many courses taught at the **academy** that I go to.*

ancient [éinʃənt] *adj.*

If something is **ancient**, it is very old.

→ *I want to see the **ancient** buildings in Rome.*

board [bɔ:rd] *n.*

A **board** is a flat piece of wood.

→ *The sign was made of a few wooden **boards**.*

century [sénʧuri] *n.*

A **century** is one hundred years.

→ *Our company is celebrating a **century** of business in London.*

clue [klu:] *n.*

A **clue** is a fact or object that helps solve a mystery or crime.

→ *The detective found some **clues** on the sidewalk.*

concert [kánsə(:)rt] *n.*

A **concert** is an event where you listen to people play music.

→ *I enjoyed the **concert** last night. The band was very good.*

county [káunti] *n.*

A **county** is the largest political division of a state in the US.

→ *He wanted to represent the citizens of his **county**.*

dictionary [dikʃənèri] *n.*

A **dictionary** is a book that tells you what words mean.

→ *I use the **dictionary** to learn new words.*

exist [igzíst] *v.*

To **exist** is to be real.

→ *Do you really think that unicorns ever **existed**?*

flat [flæt] *adj.*

Flat describes something that is level and smooth with no curved parts

→ *My parents bought a new **flat** screen TV over the weekend.*

gentleman [ʤéntlmən] *n.*

A **gentleman** is a nice man.

→ *My grandfather is a kind and helpful **gentleman**.*

hidden [hídn] *adj.*

Hidden means to be not easily noticed or too hard to find.

→ *The **hidden** camera recorded everything in the parking lot.*

maybe [méibi] *adv.*

Maybe is used to show that something is possible or may be true.

→ *If I focus hard enough, **maybe** I can come up with the right answer.*

officer [ɔ́(:)fisər] *n.*

An **officer** is a leader in the army.

→ *The soldiers followed the orders of the **officer**.*

original [ərídʒənəl] *adj.*

If something is **original**, it is the first one of that thing.

→ *This is the **original** painting of the Mona Lisa.*

pound [paund] *v.*

To **pound** something is to hit it many times with a lot of force.

→ *He **pounded** the nail with the hammer.*

process [práses] *n.*

A **process** is the steps to take to do something.

→ *Making a cake is a long **process**.*

publish [pʌ́bliʃ] *v.*

To **publish** a book is to get it printed and ready to sell.

→ *That company **publishes** daily newspapers.*

theater [ə́i(:)ətə:r] *n.*

A **theater** is a building where you watch plays, shows, and movies.

→ *We went to the **theater** to see a play.*

wealth [welə] *n.*

Wealth is a large amount of money.

→ *One of the most important things to some people is **wealth**.*

Exercise 1

Choose the right definition for the given word.

1. exist
   a. the first one
   b. to print a book
   c. to be real
   d. something to help you

2. clue
   a. hint
   b. steps
   c. heavy
   d. wood

3. maybe
   a. where you see shows
   b. possible or likely to be true
   c. where classes are held
   d. where you hear music

4. hidden
   a. one hundred years
   b. level with no curves
   c. a nice man
   d. not able to be seen

5. wealth
   a. old
   b. leader
   c. money
   d. season

6. pound
   a. to hit hard many times
   b. the steps you take
   c. metal used in money
   d. the largest political division of a state

7. century
   a. first
   b. hundred
   c. school
   d. man

8. officer
   a. a leader in the army
   b. where you listen to music
   c. a sports group
   d. something you use to help get a job done

9. theater
   a. where you see a movie
   b. a lot of money
   c. a hint about something
   d. a piece of wood

10. ancient
    a. to be real
    b. possible or likely to be true
    c. very old
    d. to get a book ready to sell

Exercise 2

Circle two words that are related in each group.

1.	a. process	b. maybe	c. flat	d. publish
2.	a. board	b. century	c. pound	d. ancient
3.	a. county	b. concert	c. theater	d. clue
4.	a. gentleman	b. officer	c. exist	d. concert
5.	a. ancient	b. original	c. process	d. dictionary

Exercise 3

Fill in the blanks with the correct words from the word bank.

WORD BANK

flat academy theater process maybe

This morning, I walked down the hall to the field. It was time to get ready for the big soccer game! My school was playing against a private 1_____. My team had won every game this year. In the 2_____ of winning games, we had worked hard and had fun. If we won today, our coach said that 3_____ he would take us all to the 4_____ to see a new movie on their latest 5_____ screen.

Adams County's Gold

Adams **Academy** was a good school. Boys lived there and took classes. Tom worked hard all week. On a spring Saturday, he wanted to do something fun!

He asked his friend Jeff to go to the movie **theater**. "Sorry," Jeff answered. "I'm going to a **concert**."

So Tom asked Joe to go to the movies. But Joe's soccer team had a game.

Next, Tom went down the hall to Brad's room. Brad was reading a very large old book. "Hi, Brad," Tom said. "Are you reading a **dictionary**? It looks **ancient**."

"No. This is called *The **Wealth** of Adams **County***. It's about **hidden** gold in Adams County. It's more than a **century** old. It was **published** in 1870! Look, it even has the **original** cover on it."

Tom asked, "Where did you get it?"

"It's from my dad's friend. He is a nice **gentleman**, an **officer** in the army," answered Brad.

"The gold doesn't really **exist**, does it?" Tom asked.

"I don't know, but **maybe**! There are **clues** to it in this book. Let's find it!" Looking for gold sounded like fun.

The first clue was to find a **flat** tree underground. "It must be in the forest," Tom said.

Brad said, "The flat tree could be a **board** under the dirt. It could cover the gold."

Tom and Brad dug in the dirt all morning. The **process** of looking for gold made them hungry. They were ready to stop for lunch. But then Brad hit something hard. It was a board!

Brad **pounded** on the board until it broke. There was a small hole under it. "Look!" He held up a gold coin.

Tom saw a piece of paper in the hole. "Brad, there's more. It's a map to the rest of the gold!"

Brad smiled. "Let's go!" And they hurried to find the wealth of Adams County.

Reading Comprehension

Answer the questions.

1. Where do the boys look for the gold?
   a. At Adams Academy
   b. At the movie theater
   c. In the forest
   d. In a concert hall

2. What is NOT true of *The Wealth of Adams County*?
   a. It was published more than a century ago.
   b. It was written by an army officer.
   c. It still has its original cover.
   d. It tells about a board in the forest floor.

3. Why does Brad think the gold really exists?
   a. Because there are clues to it in a book
   b. Because a gentleman told him it did
   c. Because he was given an ancient dictionary
   d. Because it was hidden in the spring

4. Where will the boys probably go at the end of the story?
   a. To get tools to carry the gold
   b. To continue the process of finding gold
   c. To watch Joe's soccer team
   d. To pound on more boards

5. Why can't Jeff go to the movie theater?

   _____

   _____

UNIT 17

Word List

appreciate [əprí:ʃièit] *v.*

To **appreciate** something is to understand its good qualities.

→ *I can **appreciate** the lovely scenery.*

available [əvéiləbəl] *adj.*

If something is **available**, it means you can get it.

→ *There were many seats **available** in the room.*

beat [bi:t] *v.*

To **beat** someone means to do better than they do.

→ *I managed to **beat** everyone in the race.*

bright [brait] *adj.*

If something is **bright**, it shows a lot of light.

→ *The **bright** light from the explosion hurt my eyes.*

celebrate [séləbrèit] *v.*

To **celebrate** is to do something to show that an event is special.

→ *We all **celebrated** when we heard the great news.*

determine [ditə́:rmin] *v.*

To **determine** means to choose or make a decision.

→ *He tried to **determine** which one to eat first.*

disappear [disəpíər] *v.*

To **disappear** means to go away or not be seen.

→ *The top of the building is **disappearing** in the clouds.*

else [els] *adj.*

If you talk about something **else**, you talk about something different.

→ *I wanted a bike for my birthday, but I got something **else**.*

fair [fɛər] *adj.*

Fair describes treating someone in a way that is reasonable or right.

→ *He sold me his car for a **fair** price.*

flow [flou] *v.*

To **flow** is to move easily and continuously in one direction.

→ *The water **flowed** over the rocks and into the lake.*

forward [fɔ́:rwə:rd] *adv.*

If you move **forward**, you move in the direction in front of you.
→ *When he saw his mother, the baby crawled **forward** to her.*

hill [hil] *n.*

A **hill** is a round area of land. It is higher than the land around it.
→ *The sun was rising above the green **hills**.*

level [lévəl] *n.*

A **level** is a point on a scale that measures something.
→ *Please check the **level** of the temperature.*

lone [loun] *adj.*

If someone or something is **lone**, they are the only one of that kind.
→ *A **lone** man walked along the street.*

puddle [pʌ́dl] *n.*

A **puddle** is a pool of liquid on the ground.
→ *When the ice melted, it formed a **puddle**.*

response [rispáns] *n.*

A **response** is the answer to a question.
→ *He asked if I was sad. My **response** was "No."*

season [sí:zən] *n.*

A **season** is a time of the year: spring, summer, fall or winter.
→ *Fall is a warm **season**, while winter is very cold.*

solution [səlú:ʃən] *n.*

A **solution** is a way to solve a problem.
→ *There are many problems. We need **solutions**!*

waste [weist] *v.*

To **waste** means to carelessly use something all up.
→ *Turn off the water so you don't **waste** it.*

whether [hwéðə:r] *conj.*

You use **whether** when you must choose between two things.
→ *I could not decide **whether** to go left or right.*

Exercise 1

Part A Choose the right definition for the given word.

1. available
   a. to answer
   b. to win
   c. to decide
   d. able to get

2. level
   a. a point on a scale
   b. with much light
   c. different
   d. alone

3. appreciate
   a. to go away
   b. to have fun to show something is special
   c. to use little of
   d. to know why something is important

4. season
   a. a pool of liquid
   b. a part of the year
   c. a high area of land
   d. to move easily and continuously

5. solution
   a. straight ahead
   b. to show choice between two things
   c. reasonable or in a right way
   d. a way to solve a problem

Part B Write a word that is similar in meaning to the underlined part.

1. His final offer was very reasonable.
   f____

2. Don't throw it in the trash without using all of it.
   wa____

3. The rabbit will go away if you get too close.
   dis_____

4. He asked if I liked new movies or old movies.
   wh_____

5. You must decide what to do next.
   d_____

Exercise 2

Part A Fill in the blanks with the correct words from the word bank.

WORD BANK

hill appreciate puddles response solution

1. That _____ is too high to climb.
2. We must find a _____ to the difficult problem.
3. I asked you a question. What is your _____?
4. The rain formed _____ on the road.
5. Do you _____ the thought that went into the gifts you got?

Part B Check (√) the one that suits the blank naturally.

1. Every New Year's Eve, we _____.
   ___ a. celebrate with friends ___ b. check the level of the day

2. I put on my sunglasses because _____.
   ___ a. the sun was so bright ___ b. a lone man stood on the road

3. Do you want chicken, _____?
   ___ a. whether it happens or not ___ b. or do you want something else

4. If we try hard, we can _____.
   ___ a. beat the other team ___ b. waste our time

5. Let's turn around and go back, _____.
   ___ a. not forward ___ b. to the last season

The Race for Water

There was a town next to a river. The people there had a lot of water. But they **wasted** it. That made the Sky angry. It said, "If you waste water, I will take it away from you." But the people didn't listen.

When the **season** changed from spring to summer, the clouds **disappeared**. The **bright** sun was hot and made the river dry. There was no water **available**. People asked, "When will the rain fall?"

The Sky's **response** was, "You don't **appreciate** water. You waste it, and now I will never make rain again."

A boy **determined** that this wasn't **fair**. He thought of a **solution**. He asked the Sky to race him. He said, "If I get to the top of that **hill** before your rain can form **puddles**, you must fill our river."

The Sky laughed. "Little boy, I am the Sky. I am above everything **else**. You cannot **beat** me." But the boy knew he would win.

When the race began, the boy ran **forward**. The Sky started raining on the hill. But puddles did not form there. When it rained on the hill, the water went down.

The Sky kept raining. The water **flowed** down into the river. When the boy reached the top of the hill, the river was full. The people began to **celebrate**. It was the highest **level** the river had ever been at before.

The Sky was angry. "A boy can't beat me! I won't fill your river," it said.

Now the boy laughed. "It doesn't matter **whether** you want to fill it or not," he said. "You already did." The Sky looked at the full river.

"You tricked me," it said. It asked the people, "Do you appreciate water now?"

"Yes," they said. "We won't waste it."

That is how a **lone** boy saved his town and won the race for water.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A boy who swims in a river
   b. People who celebrate at a party
   c. A boy with the solution to a problem
   d. People who learn to appreciate a hill

2. The river became dry when _____.
   a. the water went somewhere else
   b. the bright sun became very hot
   c. the people found available water nearby
   d. the season changed from summer to spring

3. How did the boy save the town?
   a. He made the clouds disappear.
   b. He beat the rain to the top of the hill.
   c. He moved forward faster than the sun.
   d. He promised not to waste any more water.

4. What was the last thing the Sky did in the story?
   a. It raced a lone boy to the top of the hill.
   b. It saw the river at its highest level.
   c. It asked the people for a response about water.
   d. It determined the people wasted too much water.

5. What did the boy say when he reached the top of the hill?

_____

_____

UNIT 18

Word List

argue [á:rgju:] *v.*

To **argue** is to angrily speak to someone because you do not agree.

→ *We **argued** about where to go for dinner.*

communicate [kəmjú:nəkèit] *v.*

To **communicate** is to give information by talking, writing, etc.

→ *I **communicated** with Paul about his new ideas.*

crowd [kraud] *n.*

A **crowd** is a large group of people.

→ *A large **crowd** had gathered on the street to see the accident.*

depend [dipénd] *v.*

To **depend** on someone or something is to need them.

→ *Children **depend** on their parents for many things.*

dish [diʃ] *n.*

A **dish** is a plate.

→ *She put a clean white **dish** on the table.*

empty [émpti] *adj.*

If something is **empty**, it does not have anything in it.

→ *My gas tank was almost **empty**, so I couldn't drive my car very long.*

exact [igzǽkt] *adj.*

If something is **exact**, it is just the right amount.

→ *Please use the **exact** amount of sugar for the cake.*

fresh [freʃ] *adj.*

If something is **fresh**, it is new.

→ *I just bought these oranges. They are very **fresh**.*

gather [gǽðər] *v.*

To **gather** is to collect several things usually from different places.

→ *Sam **gathered** some flowers for his mother.*

indicate [índikèit] *v.*

To **indicate** means to show, point or make something clear.

→ *He pointed to his eyes to **indicate** where he had hurt himself.*

item [áitəm] *n.*

An **item** is a thing that you buy or sell.

→ *I have many **items** for school in my bag.*

offer [ɔ́(:)fər] *v.*

To **offer** is to present someone with something.

→ *He **offered** me the keys to his car.*

price [prais] *n.*

The **price** of something is how much it costs.

→ *What is the **price** of this item?*

product [prɑ́dəkt] *n.*

A **product** is something that is made.

→ *My sister has many beauty **products** in her room.*

property [prɑ́pərti] *n.*

Property is something that someone owns.

→ *The house is now my **property**.*

purchase [pə́:rtʃəs] *v.*

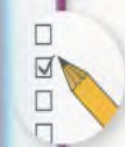
To **purchase** something is to buy it.

→ *I recently **purchased** a new car.*

recommend [rèkəménd] *v.*

To **recommend** something is to say that someone should do it.

→ *My doctor **recommended** that I get some exercise.*



select [silékt] *v.*

To **select** something is to choose it.

→ *I hope that I **selected** the right answers on the test.*

tool [tu:l] *n.*

A **tool** is something that helps you do a task.

→ *We used a **tool** to fix the window.*

treat [tri:t] *v.*

To **treat** is to act in a certain way toward someone.

→ *The cats **treated** the mouse very nicely.*

Exercise 1

Choose the right definition for the given word.

1. empty
   a. in your mind
   b. not containing anything
   c. easy to see
   d. sick

2. depend
   a. to move forward
   b. to jump
   c. to need someone or something
   d. to look at something

3. price
   a. a sweet candy
   b. how much something costs
   c. a music show
   d. a school

4. select
   a. to change
   b. to keep doing something
   c. to choose
   d. to fight

5. item
   a. a path
   b. someone who keeps the law
   c. a thing
   d. a place to watch a show

6. tool
   a. something you study
   b. a group of players
   c. a loud noise
   d. something that helps you do a task

7. crowd
   a. a group of people
   b. a flat piece of wood
   c. 100 years
   d. a sign

8. dish
   a. something no one knows
   b. an answer
   c. a grown person
   d. a plate

9. communicate
   a. to shut
   b. to go to where you can't be seen
   c. to talk
   d. to leave

10. exact
    a. not on the top
    b. not light
    c. from a place nearby
    d. the perfect amount

Exercise 2

Part A Write a word that is similar in meaning to the underlined part.

1. I <u>suggest</u> the oranges. They are delicious!
   reco _____
2. Do not <u>disagree</u> with your sister.
   ar ____
3. The company's <u>things that it makes</u> are very useful in the kitchen.
   pr _____
4. We can <u>talk</u> by phone.
   com _____
5. Why don't you <u>present</u> her a fair price for her house?
   of ____

Part B Fill in the blanks with the correct words from the word bank.

WORD BANK

treated select fresh dish gathered

Today, my friend 1_____ me so nicely. First, he gave me some beautiful 2_____ flowers. Next, he asked me to 3_____ any CD from the store, and he bought it for me! Later when we got home, he made me close my eyes. When I opened them, I saw a great meal on a pretty 4_____. There was even a vase full of flowers that he had 5_____ from earlier that day. I will never forget this wonderful day.

The Little Red Chicken

A little red chicken had a store in a small town. She sold many different **items** to people in the town. The people loved her **products**.

One day, a cat came to her **property**. He saw the sign that **indicated** where the chicken's store was located. He wanted to **purchase** bread, but the chicken's store was almost **empty**. She had only a bag of wheat.*

"You can use the wheat to make bread," the chicken said.

"No, I don't want to work," the cat said. "I just want to buy bread." The cat became angry and left the store.

Later, the little red chicken saw the cat in a **crowd**.

"I will help you make the bread," she said.

But the cat **treated** her badly. He did not even **communicate** with her.

He did not want to do any work.

So the chicken decided to make the bread. She **selected** the **exact** amount of wheat to make **fresh** bread. She used a stone to pound the wheat to get it ready. Soon, her bread was ready.

The cat came and saw the bread on a **dish**.

"Give me some of your bread," he said.

"No," said the little red chicken. "You did not help me make the bread. So you shall not have any to eat."

The cat **argued** with the chicken. He tried to **offer** a **price** for it.

But the little red chicken did not want to sell her bread.

"Don't **depend** on others to do work for you," said the little red chicken.

"Then how will I get bread?" the cat asked.

"I **recommend** doing some work," said the little red chicken. "Use a **tool** to plant your own wheat. When it grows big, you can **gather** it and make your own bread. You need to learn to do work for what you want."

*wheat – a type of plant used to make bread

Reading Comprehension

Answer the questions.

1. What is the story about?
   a. A chicken finding a friend to depend on
   b. A chicken making bread out of wheat
   c. Why a cat's store did not have any items
   d. The exact amount of wheat needed to make bread

2. What did the cat do when the chicken asked him to help make the bread?
   a. He did not communicate with her.
   b. He argued with the little red chicken.
   c. He said that he would gather all the things needed to make the bread.
   d. He treated her very nicely.

3. How did the cat find the chicken's store?
   a. He saw tools being sold outside of the store.
   b. He saw a stone with the store's name.
   c. His friend told him to purchase bread there.
   d. He saw a sign that indicated her property.

4. What did the cat do when he saw the fresh bread?
   a. He selected the product for himself.
   b. He tried to buy some of it for a price.
   c. He brought a crowd of friends with him to eat.
   d. He asked why her store was empty.

5. What did the little red chicken recommend the cat to do to have some bread?

   _____

   _____

UNIT 19

Word List

alive [əláiv] *adj.*

If someone or something is **alive**, they are not dead.

→ *My grandparents are still **alive** even though they are over 90.*

bone [boun] *n.*

A **bone** is a hard part of the body.

→ *I brought home a nice **bone** for my dog.*

bother [bɑ́ðə:r] *v.*

To **bother** is to make the effort to do something.

→ *No one **bothered** to wash the dishes today.*

captain [kæptin] *n.*

A **captain** is the person who leads a ship or airplane.

→ *The **captain** sailed his ship to Australia.*

conclusion [kənklú:ʒən] *n.*

The **conclusion** of something is the final part of it.

→ *At the **conclusion** of the race, the spectators cheered for the winner.*

doubt [daut] *n.*

Doubt is a feeling of not being sure.

→ *I have **doubt** that the story is true.*

explore [ikspló:r] *v.*

To **explore** is to look for new places.

→ *He wants to **explore** the world and see new things.*

foreign [fɔ́(:)rin] *adj.*

If something is **foreign**, it is from a different country.

→ *Mexican food is a popular **foreign** food.*

glad [glæd] *adj.*

If you are **glad**, you are happy.

→ *I am **glad** you came to my party.*

however [hauévər] *adv.*

However means despite or not being influenced by something.

→ *She is a great cook. **However**, she never had professional lessons.*

injustice [indʒʌ́stis] *n.*

Injustice is a lack of fairness or justice.

→ *Putting an innocent person in jail is an act of **injustice**.*

international [intərnǽʃənəl] *adj.*

If something is **international**, it involves more than one country.

→ *The United Nations is a powerful **international** organization.*

lawyer [lɔ́:jə:r] *n.*

A **lawyer** works with the law and represents people in court.

→ *The **lawyer** left the courthouse after the judge made her decision.*

mention [ménʃən] *v.*

To **mention** something is to talk about it.

→ *The doctors **mentioned** the problems that the patient was having.*

policy [pɑ́ləsi] *n.*

A **policy** is a rule.

→ *He told us that his **policy** was to put customers first.*

social [sóuʃəl] *adj.*

If something is **social**, it is about many people in a community.

→ *People should come together and fix the world's **social** problems.*

speech [spi:tʃ] *n.*

A **speech** is something said to a group of people.

→ *She gave a **speech** to the class.*

staff [stæf] *n.*

A **staff** is a group of people working together in a company.

→ *My dad has a **staff** of four people to help him at the office.*

toward [təwɔ́:rd] *prep.*

If you go **toward** something, you go closer to it.

→ *Santa walked **toward** my house with a special tree.*

wood [wud] *n.*

Wood is the thing that trees are made of.

→ *I put the pieces of **wood** in a pile.*

Exercise 1

Part A Choose the right definition for the given word.

1. mention
   a. to say b. to look at c. to not believe d. to be happy

2. social
   a. about many countries b. not dead
   c. about many people d. about a different country

3. lawyer
   a. to be treated unfairly b. a person who works with the law
   c. leader d. a part of the body

4. however
   a. the last part b. part of a tree
   c. a rule d. despite something

5. bother
   a. to look for new places b. to make the effort to do something
   c. to talk about something d. to not believe

Part B Fill in the blanks with the correct words from the word bank.

WORD BANK

wood toward policy speech staff

1. My new desk is made of _____.
2. Students must start class at 9:00 each morning. This is the school's _____
3. There are over 500 people on the hospital's _____.
4. Go _____ the river, but stop before you get in the water!
5. The president gave a _____ last night.

Exercise 2

Part A Write a word that is similar in meaning to the underlined part.

1. He gave a talk to a group of people at the meeting.
   spe ____
2. Did anyone make the effort to do their homework?
   bo _____
3. The chair is made of the material trees are made of.
   wo ___
4. The group of workers helped him with his work.
   s _____
5. He is not dead; I saw him yesterday.
   a _____

Part B Fill in the blanks with the correct words from the word bank.

WORD BANK

mentioned	however	policy	staff	speech
bothered	conclusion	injustice	bones	doubt

My teacher's name is Mrs. Smith. Yesterday, she gave a 1_____ to our class. She said there was a new 2_____ about the school diet. No one is allowed to eat cookies anymore! The school's 3_____ decided that their students didn't eat healthily. They wanted students to improve their eating habits. Everyone will have to drink a cup of milk at lunch. She said milk gives our bodies stronger 4_____. She also 5_____ that sugar is bad for us. She said she had no 6_____ that we would all feel better. We all thought that it was an 7_____. But at the 8_____ of class, she told us one more thing, "It was a joke!" 9_____, no one thought that it was very funny. And no students 10_____ to laugh.

Shipwrecked

Simon Yates was a **lawyer**. He helped many people. **However**, he was not a nice man. His **policy** was to help only rich people. He didn't **bother** about **social injustice**. He made a lot of money, but many people didn't like him. Even people on his **staff** didn't like him. They wanted bad things to happen to him. In fact, they were **glad** when he got into trouble.

Simon had a very bad day. He did many things wrong and lost his job. Soon, he didn't have any money. His wife, Mrs. Yates, began to have **doubts** about him. Simon wanted to start a new life. He planned to leave the country.

He **mentioned** his plan to the **captain** of a ship. The captain was **exploring** the world. The captain felt bad for Simon and said, "I will take you to **foreign** countries." They left the next day.

Near the **conclusion** of their **international** trip, the weather turned bad. A wave pushed Simon off the boat. But he was **alive**. He swam **toward** an island. After a long time he got there.

At first he was upset. He was lost and alone. "I'll never go home again," he thought. He had a lot of problems, but he survived. He built a house in a tree. He lived on a diet of fish. He made tools from **wood** and **bones**. He made a cup to drink rainwater.

Slowly he learned to be happy on the island. He swam every day. He had trouble sometimes, but he always found a way to fix the problem. Life was simple. He liked it.

Finally, people on a ship saw Simon on the island. They wanted to take him home. But Simon was happy. He gave them a long **speech** about life. He said he wanted to stay. He liked his new, simple life more than his old life.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. How the captain of a ship explored foreign places
   b. How a lawyer stayed alive alone on an island
   c. Why a man and a woman went on an international trip
   d. Why it is a good policy to worry about social problems

2. Why does Simon not stay on the boat?
   a. The staff do not like him.
   b. He wants to swim toward an island.
   c. A wave pushes him off the ship.
   d. He does not like the diet of only fish.

3. How does Simon stay alive on the island?
   a. He makes tools from bones and wood.
   b. He makes clothes from a tree.
   c. He eats food from the trees.
   d. He uses a cup to drink seawater.

4. What did Simon mention in his speech?
   a. He wanted to see Mrs. Yates.
   b. He was unhappy to be alone.
   c. He was glad to be on the island.
   d. He had doubts about staying on the island.

5. What happens near the conclusion of Simon's trip?

_____

_____

UNIT 20

Word List

achieve [ətʃíːv] *v.*

To **achieve** something is to successfully do it after trying hard.
→ *I was happy that I could **achieve** my goal.*

advise [ədváiz] *v.*

To **advise** someone is to tell them what to do.
→ *My mother often **advises** people about their money.*

already [ɔːlrédi] *adv.*

If something happens **already**, it happens before a certain time.
→ *It is **already** time for the movie to start. Let's go in.*

basic [béisik] *adj.*

If something is **basic**, it is very simple or easy.
→ *I learned some **basic** English skills in school today.*

bit [bit] *n.*

A **bit** is a small amount of something.
→ *I ate a **bit** of chocolate before I went to bed.*

consider [kənsídər] *v.*

To **consider** something means to think about it.
→ *Pete didn't like his job. He **considered** getting a new one.*

destroy [distrɔ́i] *v.*

To **destroy** means to damage something so badly that it cannot be used.
→ *The glass was **destroyed**.*

entertain [èntərtéin] *v.*

To **entertain** someone is to do something that they enjoy.
→ *The clown **entertained** the kids at the party.*

extra [ékstrə] *adj.*

If something is **extra**, it is more than what is needed.
→ *The squirrel had **extra** nuts for the winter.*

goal [goul] *n.*

A **goal** is something you work toward.
→ *Her **goal** was to become a doctor.*

lie [lai] *v.*

To **lie** is to say or write something untrue to deceive someone.
→ *Whenever Pinocchio **lied** to his father, his nose grew.*

meat [mi:t] *n.*

Meat is food made of animals.
→ *This piece of **meat** I'm eating tastes very good.*

opinion [əpínjən] *n.*

An **opinion** is a thought about a person or a thing.
→ *Meg told me her **opinion** of my story. She said it was not funny.*

real [rí:əl] *adj.*

If something is **real**, it actually exists.
→ *The handbag has a stamp on it, so it's **real**.*

reflect [riflékt] *v.*

To **reflect** is when a surface sends back light, heat, sound or an image.
→ *Her face was **reflected** on the smooth glass.*

regard [rigɑ́:rd] *v.*

To **regard** someone or something is to think of them in a certain way.
→ *The boy **regarded** the girl as a good friend.*

serve [sə:rv] *v.*

To **serve** someone is to give them food or drinks.
→ *He **served** us our drinks quickly.*

vegetable [védʒətəbəl] *n.*

A **vegetable** is a plant used as food.
→ *Carrots are my favorite **vegetable**.*

war [wɔ:r] *n.*

A **war** is a big fight between two groups of people.
→ *Many young men died in the **war**.*

worth [wə:rθ] *adj.*

If something is **worth** an amount of money, it costs that amount.
→ *Our house is **worth** a lot of money.*

Exercise 1

Choose the right definition for the given word.

1. achieve
   a. to think about something
   b. to get something
   c. to tell someone what to do
   d. to break into pieces
2. reflect
   a. to tell someone what to do
   b. to think about something
   c. to damage something very badly
   d. to send back an image
3. opinion
   a. a thought
   b. a plant
   c. an animal
   d. a fight
4. already
   a. not made up
   b. before a certain time
   c. more than is needed
   d. very simple
5. goal
   a. a thought about someone or something
   b. a fight between groups of people
   c. something you work toward
   d. a small amount of something

Exercise 2

Fill in the blanks with the correct words from the word bank.

WORD BANK

meat war serve regard destroy

1. Chicken, pork, and beef are all kinds of _____.
2. Don't drop the glass bowl. You will _____ it.
3. Restaurants often _____ tea and coffee with breakfast.
4. Many teachers _____ their students as smart kids.
5. It is sad when two countries start a _____ with each other.

Exercise 3

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. A **basic** tool has many parts.
   ___ b. If a toy is **worth** $1, it costs $1.

2. ___ a. Anyone can pet a **real** dog.
   ___ b. If a man has **extra** socks, he does not have enough.

3. ___ a. It is not smart to **lie** to your parents.
   ___ b. If a woman **considers** leaving, she doesn't want to go.

4. ___ a. If a bike is **worth** $50, it costs much less.
   ___ b. When you eat **vegetables**, you are eating plants.

5. ___ a. When a teacher **advises** her students, she asks them what they want to do.
   ___ b. Some people **entertain** others by telling funny stories.

6. ___ a. If a boy **considers** studying, he is thinking about doing it.
   ___ b. Many people like making new types of **vegetables**.

7. ___ a. A **basic** answer is a simple one.
   ___ b. A **bit** of food is a lot of it.

8. ___ a. If a girl brings **extra** paper, she has more than she needs.
   ___ b. People **entertain** others to make them sad.

9. ___ a. People believe others who **lie** often.
   ___ b. When you **advise** your friend, you tell him what to do.

10. ___ a. A **real** story never happened.
    ___ b. A **bit** of paper is a small piece.

The Seven Cities of Gold

Many years ago, a Spanish officer named Coronado heard the story of seven great cities. "The walls of these cities are made of gold," his friends told him. "The people eat **meat** from golden plates and dress in nice clothes," they said. They called these cities the Seven Cities of Gold. Were the cities **real**? Coronado never **considered** asking his friends.

Coronado thought to himself, "The things in these cities must be **worth** a lot of money." So he went to find the Seven Cities of Gold. He took along three hundred men, many horses, and **extra** food. They headed west. Coronado wanted to **achieve** his **goal** very badly.

Coronado and his men rode for many days. Then they saw some cities. "We found the Seven Cities of Gold!" his men yelled, but Coronado wasn't happy. He had a different **opinion**. "These can't be the Seven Cities of Gold," he said. "Look, they're made of dirt!"

Coronado was right. The cities weren't bright and golden. They were dirty and brown. The people didn't eat meat from golden plates. They ate **vegetables** from regular bowls. They wore the most **basic** clothes.

Coronado **regarded** the cities as ugly places. "What happened to the cities of gold?" he thought. "Did someone **destroy** them? Was there a **war**? Did someone **already** come and take the gold?"

That night, the people of the cities **entertained** Coronado and his men and **served** them food. They **advised** Coronado to go home. "There is no gold here," they told him. Coronado was angry. Did his friends **lie** to him?

He left the next morning. He looked back at the cities one more time. The sun **reflected** light on the dirt houses. Coronado thought he saw a **bit** of gold. Were his friends right after all? "No," he told himself. "It's just the sun." Then he turned away and went home.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A man who achieves his goal
   b. An officer who looks for cities of gold
   c. Men who destroy cities
   d. People who entertain and serve

2. What did Coronado NOT consider asking his friends?
   a. How much money the cities were worth
   b. If the people of the cities ate meat
   c. If the Seven Cities of Gold were real
   d. How much extra food to take west

3. Why was Coronado unhappy when he saw the cities?
   a. They were not made of gold.
   b. They were at war with each other.
   c. Someone destroyed them.
   d. He had already been to the cities.

4. What did the people of the cities advise Coronado to do?
   a. Eat basic vegetables
   b. Go home
   c. Regard the cities as dirty places
   d. Talk about his opinion of the cities

5. What did Coronodo do when he thought he saw a bit of gold on the houses?

_____

_____

UNIT 21

Word List

appear [əpíər] *v.*

To **appear** is to seem.

→ *She **appeared** to be sad. She was crying.*

base [beis] *n.*

The **base** is the bottom of something.

→ *The **base** of the table has three legs.*

brain [brein] *n.*

The **brain** is the organ in your head that lets you think.

→ *You must use your **brain** to solve the problem.*

career [kəríər] *n.*

A **career** is a job that you do for a large part of your life.

→ *He was in the hospitality business for most of his **career**.*

clerk [klə:rk] *n.*

A **clerk** is a type of worker. Clerks in a store help customers.

→ *The **clerk** added up her bill for the groceries.*

effort [éfərt] *n.*

Effort is hard work or an attempt to do something.

→ *He always puts a lot of **effort** into his studies.*

enter [éntər] *v.*

To **enter** a place is to go into it.

→ *Two guards greeted me as I **entered** the front door.*

excellent [éksələnt] *adj.*

When something is **excellent**, it is very good.

→ *I got an **excellent** score on my school test.*

hero [hí:rou] *n.*

A **hero** is a brave person who does things to help others.

→ *To children, the man in the blue and red costume was a real **hero**.*

hurry [hə́:ri] *v.*

To **hurry** is to do something quickly.

→ *I **hurried** home on my bike.*

inform [infɔ:rm] *v.*

To **inform** someone is to tell them about something.
→ *I called and **informed** her about my idea.*

later [léitə:r] *adv.*

Later means after the present, expected, or usual time.
→ *She missed the train, so she'll arrive a little **later** than expected.*

leave [li:v] *v.*

To **leave** means to go away from someone or something.
→ *He packed his bag and was ready to **leave** for home.*

locate [lóukeit] *v.*

To **locate** something is to find it.
→ *I could not **locate** my keys in the house.*

nurse [nə:rs] *n.*

A **nurse** is a person who helps sick people in the hospital.
→ *A **nurse** helped me get better.*

operation [ɑ̀pəréiʃən] *n.*

An **operation** is when a doctor replaces or removes something in the body.
→ *The **operation** on my arm was a success.*

pain [pein] *n.*

Pain is the feeling that you have when you are hurt.
→ *His head was full of **pain**.*

refuse [rifjú:z] *v.*

To **refuse** something is to say "no" to it.
→ *The dog **refused** to play with the cat.*

though [ðou] *conj.*

Though is used when the second idea makes the first seem surprising.
→ ***Though** he was overweight, he liked to be active.*

various [vɛ́əriəs] *adj.*

If something is **various**, there are many types of it.
→ *She owned shoes of **various** styles.*

Exercise 1

Fill in the blanks with the right words from the word bank.

WORD BANK

locate hero pain hurried clerk

I went to the video store last night. I wanted to 1_____ a DVD. I didn't know the name of the movie, so I told the 2_____ what it was about. I told her there was a 3_____ who could fly and nothing caused him 4_____. She went to the shelf and brought it to me. Then I 5_____ home to watch it.

Exercise 2

Check (√) the one that suits the blank naturally.

1. When I went to the hospital, _____.
   ___ a. the nurse gave me medicine
   ___ b. all the doctors and nurses will leave
2. He arrived on time, but Sarah won't be here _____.
   ___ a. until much later
   ___ b. leaves in the morning
3. I really like that writer. He wrote an _____.
   ___ a. effort of a story
   ___ b. excellent book
4. After I dropped the book on my foot, _____.
   ___ a. I was in pain
   ___ b. I hurried home
5. He did not want to go to the party. He _____.
   ___ a. appeared ready to go
   ___ b. refused to get into the car

Exercise 3

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. Because the **base** of the lamp was broken, it could not stand up.
   ___ b. I decided to **leave** early so that I could be late.

2. ___ a. The roof was at the **base** of the house.
   ___ b. I had an **operation** to fix my broken nose.

3. ___ a. The **various** movies were all the same.
   ___ b. I like dogs, **though** I don't like most animals.

4. ___ a. I will **leave** early in the morning to catch my plane.
   ___ b. My friends and I decided to throw an **operation** for my sister.

5. ___ a. **Though** I was rich, I bought a lot of cars.
   ___ b. I made an **effort** to get the job done.

6. ___ a. He never used his **brain** when he faced problems!
   ___ b. The job **appeared** very quickly.

7. ___ a. I **entered** the house through the door.
   ___ b. I threw the **effort** with all my might.

8. ___ a. She **appeared** very happy on her birthday.
   ___ b. People use their **brains** to exercise.

9. ___ a. I **informed** him of the new rules.
   ___ b. I **entered** out of the room.

10. ___ a. The rock **informed** me that I was too heavy.
    ___ b. There were **various** things to do at the event.

Katy

I first met 8-year-old Katy on a rainy afternoon. I was a **nurse** at a hospital. The **clerk** at the desk told me about Katy. She was there because she felt a lot of **pain**. The doctors **located** a problem at the **base** of her **brain**. I knew she was special, even before she got better. I'll always remember Katy as a **hero**.

When I **entered** Katy's room, she was not in her bed. She was in a chair next to Tommy, a little boy. **Though** Katy did not feel well, she was playing with Tommy and his toys. It took a lot of **effort** for her just to sit in the chair. But she played with Tommy because it made him happy.

Katy was always smiling and never **appeared** to be in pain. She **refused** to just lie in bed. One day I found her painting a picture. Later, she gave it to one of the older patients. Another day she went outside to get flowers for another sick little girl. Katy made everyone smile.

The doctors **hurried** to fix the problem in Katy's brain. The **operation** was successful! The doctors **informed** the hospital staff of the good news. Katy was fine. She soon felt **excellent**. She got better and was able to **leave** the hospital a month **later**.

I have had a long **career** as a nurse. I have met many patients. However, I have never met another girl like Katy. Even after she got well, she still came to the hospital. She played **various** games with the young patients. She read many books to the older patients. Katy's kind heart helped her get better so quickly. She is a hero to me and everyone else at the hospital.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A clerk with a brain problem
   b. A little girl who is a hero
   c. A little girl who wants a career as a nurse
   d. Tommy and his various toys

2. Why does everyone like Katy?
   a. She does good things, even though she is in pain.
   b. She enters the hospital and saves a patient's life.
   c. She has a problem at the base of her brain.
   d. She hurries to help the clerk at his desk.

3. Which of the following is true at the end of the story?
   a. Katy refuses to go back to the hospital.
   b. Katy makes an effort to become a nurse.
   c. Katy feels excellent but goes back to the hospital to see other patients.
   d. Katy informs other patients of how to get better.

4. How did the nurse know Katy did not feel well?
   a. Katy appeared to be sad.
   b. Katy had to make an effort just to sit in a chair.
   c. The nurse located a problem in Katy's brain.
   d. The nurse asked Katy how she felt.

5. What does Katy do to help people?

   _____

   _____

UNIT 22

Word List

actual [ǽktʃuəl] *adj.*

Actual means that something is real or true.

→ *This is the **actual** sword that the King owned, not a fake one.*

amaze [əméiz] *v.*

To **amaze** someone is to surprise them very much.

→ *The news in the paper **amazed** Jack.*

charge [tʃɑ:rdʒ] *n.*

A **charge** is the price to pay for something.

→ *The **charge** for the shirts was $15.00.*

comfort [kʌ́mfərt] *v.*

To **comfort** someone means to make them feel better.

→ *I wanted to **comfort** my friend after I heard the bad news.*

contact [kəntǽkt] *v.*

To **contact** someone is to speak or write to them.

→ *I **contacted** Sue about my party.*

customer [kʌ́stəmər] *n.*

A **customer** is a person who buys something at a store.

→ *The **customer** put a few items in a bag.*

deliver [dilívər] *v.*

To **deliver** something is to take it from one place to another.

→ *The man **delivered** Chinese food to my house.*

earn [ə:rn] *v.*

To **earn** means to get money for the work you do.

→ *He **earns** his living as a chef in a great restaurant.*

gate [geit] *n.*

A **gate** is a type of door. Gates are usually made of metal or wood.

→ *We want to put up a wooden **gate** around our house.*

include [inklú:d] *v.*

To **include** something means to have it as part of a group.

→ *Does this meal **include** a soft drink?*

manage [mǽnidʒ] *v.*

To **manage** something means to control or be in charge of it.
→ *I had to **manage** the meeting myself.*

mystery [místəri] *n.*

A **mystery** is something that is difficult to understand or explain.
→ *The path on the map was a complete **mystery** to me.*

occur [əkə́:r] *v.*

To **occur** means to happen.
→ *When did the thunderstorm **occur**?*

opposite [ápəzit] *n.*

If A is the **opposite** of B, A is completely different from B.
→ *The **opposite** of black is white.*

plate [pleit] *n.*

A **plate** is a flat round thing that you put food on.
→ *I put my **plate** down so I could put some food on it.*

receive [risí:v] *v.*

To **receive** something is to get it.
→ *I **received** a present on my birthday.*

reward [riwɔ́:rd] *n.*

A **reward** is something given in exchange for good behavior or work.
→ *He was given a **reward** for his excellent performance.*

set [set] *v.*

To **set** something is to put it somewhere.
→ *Please **set** the dice down on the table.*

steal [sti:l] *v.*

To **steal** is to take something that is not yours.
→ *The men tried to **steal** money from the bank.*

thief [θi:f] *n.*

A **thief** is someone who quietly takes things that do not belong to them.
→ *A **thief** broke into our home and took my mother's jewelry.*

Exercise 1

Part A Choose the right word for the given definition.

1. to take something that does not belong to you
   a. steal b. include c. amaze d. plate

2. to happen
   a. manage b. set c. deliver d. occur

3. to make someone feel better
   a. reward b. earn c. comfort d. contact

4. to get
   a. receive b. gate c. charge d. actual

5. a person who buys something
   a. opposite b. mystery c. customer d. thief

Part B Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. If I **receive** a present, I give someone something.
   ___ b. If you **steal** money, you can get in trouble.

2. ___ a. A man who is alone can **contact** many people.
   ___ b. If a woman is sad, someone should **comfort** her.

3. ___ a. He was given a **reward** for his poor work performance.
   ___ b. You eat dinner off a **plate.**

4. ___ a. Everything that is for sale has a **charge.**
   ___ b. A **customer** sells things to people.

5. ___ a. If you **earn** something, you give it to someone.
   ___ b. Postmen **deliver** mail from one house to another.

Exercise 2

Check (√) the better response to each question.

1. Who should manage the classroom?
   ___ a. The teacher should be in charge.
   ___ b. The students should go to the classroom.

2. When did the theft occur?
   ___ a. It happened this afternoon.
   ___ b. It stopped early.

3. What is the actual number of people there?
   ___ a. There are 31,872 people there.
   ___ b. There are a lot of people there.

4. Did that movie amaze you?
   ___ a. Yes, I had seen it many times before.
   ___ b. Yes, the ending surprised me very much.

5. Where should I set this book?
   ___ a. Put it on the bookshelf.
   ___ b. It came from the library.

6. Does the wall have a gate?
   ___ a. Yes, and it is often locked.
   ___ b. Yes, the wall is very high.

7. Does the book include a CD?
   ___ a. No, it is inside the book.
   ___ b. No, we must buy the extra CD.

8. Has he received my present?
   ___ a. He got it yesterday.
   ___ b. He sent it to you yesterday.

9. What happened to the plate?
   ___ a. It broke when I dropped it.
   ___ b. It helped me with my homework.

10. Did you hear the news about the thief?
    ___ a. He stole some expensive diamonds from the jewelry store.
    ___ b. There was a person buying something.

A Better Reward

Jenny **delivered** food for a restaurant. She read the newspaper and said, "Uh oh." There was a story about a **thief**. He **stole** food, and no one had seen him. Even the police couldn't catch him. Jenny was a little scared. She worked close to that area.

The newspaper **included** a message from the police: "If anything strange **occurs**, call us. If you help us catch the thief, you'll **earn** a **reward**."

Jenny talked to Jim. He **managed** the restaurant. "Do you know about the thief?"

"Yes," he said. "But he steals more than one person can eat. And why haven't the police stopped him yet? It's a **mystery**. If you see him, **contact** the police. Don't run after him."

Jenny drove to a **customer**'s house. She left her car and opened the **gate** to the house. But then she heard a noise by her car. She yelled, "Thief!" She wasn't scared. She wanted the reward! She did the **opposite** of what Jim told her to do.

"Hey," she yelled. "Get back here!" She **set** the food on the ground and ran to her car.

But the thief had already left with the food. Jenny followed a noise around the corner. She was **amazed**. She saw a dog and some puppies. They were eating her food! They looked thin and scared. "The **actual** thief is just a dog. She's feeding her puppies," she said. "That's why she steals so much food."

Jenny felt bad. She tried to **comfort** the dogs with another **plate** of food. Then she took them back to the store. Everyone there took a puppy home. Jenny called the police. She told them there was no real thief.

Jenny didn't do it to **receive** the reward anymore. She said, "It was just a dog. But there's no **charge** for catching this 'thief,'" she said. "My new dog is a better reward."

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A dog that steals a plate
   b. A man who tells a mystery
   c. A man who writes for a newspaper
   d. A girl who delivers food

2. Why did Jenny decide to run after the thief?
   a. She wanted to earn the reward.
   b. She knew that there was no actual thief.
   c. She always did the opposite of what Jim said.
   d. She wanted to charge a customer for that food.

3. What was true of Jim?
   a. He tried to comfort Jenny with food.
   b. He told Jenny that she should contact the police.
   c. He wrote a story that included a message from the police.
   d. He received a reward because he managed the store.

4. How did Jenny act when she heard the noise?
   a. She was amazed by the noise.
   b. She followed it around the corner.
   c. She ran through the gate to get away from it.
   d. She set the food on a table and ran to her car.

5. What did the police say to do if something strange occured?

   _____

   _____

UNIT 23

Word List

advance [ədvǽns] *v.*

To **advance** is to go forward.

→ *He **advanced** up the ladder slowly.*

athlete [ǽəliːt] *n.*

An **athlete** is a person who plays sports.

→ *Some **athletes** can play many sports very well.*

average [ǽvəridʒ] *adj.*

If something is **average,** it is at a normal level.

→ *I'm not rich or poor; I'm **average**.*

behavior [bihéivjər] *n.*

Your **behavior** is the way you act.

→ *Their **behavior** was good this semester. They didn't cause trouble.*

behind [biháind] *prep.*

Behind means to be at the back of something.

→ *The little girl was hiding **behind** a tree.*

course [kɔːrs] *n.*

A **course** is a class in school.

→ *I took a P.E. **course** in school this year.*

lower [lóuər] *v.*

To **lower** something is to make it go down.

→ *The chart shows how his production has **lowered** over the year.*

match [mætʃ] *v.*

To **match** is to be the same or similar.

→ *The two shoes **matched**. They looked the same.*

member [mémbər] *n.*

A **member** is a person who is part of a group.

→ *Julie is the newest **member** of our team.*

mental [méntl] *adj.*

If something is **mental,** it has to do with your mind.

→ *I made a **mental** picture of the room.*

passenger [pæsəndʒər] *n.*

A **passenger** is a person who rides in a car, train, or airplane.

→ *One **passenger** was standing in the subway train.*

personality [pə:rsənæləti] *n.*

Your **personality** is what you are like and how you behave.

→ *John has a bad **personality**.*

poem [póuim] *n.*

A **poem** is a short kind of writing.

→ *William Shakespeare wrote many **poems**.*

pole [poul] *n.*

A **pole** is a long thin stick made of wood or metal that supports things.

→ *The flag was hanging from the flag **pole**.*

remove [rimú:v] *v.*

To **remove** something is to take it away.

→ *I **removed** the nail from the board.*

safety [séifti] *n.*

Safety means to be the condition of being safe and free from danger.

→ *For his own **safety**, he was placed in a car seat.*

shoot [ʃu:t] *v.*

To **shoot** is to fire something like a bullet at someone or something.

→ *The hunter raised his gun to **shoot** at the target.*

sound [saund] *v.*

To **sound** means to make a noise.

→ *The alarm clock **sounded** and woke us all up.*

swim [swim] *v.*

To **swim** is to move through water.

→ *I love to **swim** in the ocean.*

web [web] *n.*

A **web** is a home made by a spider.

→ *Mom cleaned the spider **webs** out of the garage.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. I need to find the other sock that is the same as this one.
   ma _____
2. Please take away your feet from the table.
   rem ____
3. This is a(an) very normal morning. Nothing bad has happened.
   ave _____
4. The bell rattled, so we changed classes.
   so _____
5. William wanted to go forward, but a wall stopped him.
   adv _____
6. Clara is a person in a group of the running club.
   me _____
7. Jesse is a very good sports player.
   at _____
8. What is your favorite class?
   c _____
9. He was a person taking a ride on the ship.
   pa _____
10. What kind of character does Ted have?
    p _____

Exercise 2

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. I was **behind** the winner, so I won the race!
   ___ b. **Webs** are made by spiders.
2. ___ a. Reading increases your **mental** activity.
   ___ b. We **removed** the city last week.
3. ___ a. My shoes were **behind** the couch.
   ___ b. This **mental** exercise makes my arms tired.
4. ___ a. Have you ever found a bird's **web**?
   ___ b. I **lowered** the box onto the ground.
5. ___ a. Could you help me **lower** my seat please?
   ___ b. Be sure to **remove** the trash from the house.

Exercise 3

Choose the right word for the given definition.

1. to move through water
   a. lower b. average c. advance d. swim
2. something nice to read
   a. poem b. web c. member d. behind
3. the condition free from any danger
   a. shoot b. safety c. athlete d. personality
4. a metal or wooden stick used to support things
   a. pole b. remove c. passenger d. sound
5. the way you act
   a. mental b. match c. course d. behavior

The Camp

Stacie wanted to stay at a nice hotel for vacation. But her parents sent her to a terrible camp instead. For breakfast, Stacie liked fresh juice and chocolate milk, but she got water at the camp. In the afternoon she wanted to write **poems**, but she had to **swim**. The camp was near an airport with loud planes. Spider **webs** hung over her bed. To her, the kids' **average behavior** was very bad. No girl **matched** her **personality**. She hated it.

One day, they had a class. **Mental** exercise **sounded** good to Stacie. But it was a **course** on water **safety**. They learned how to be safe **passengers** on a boat. Stacie didn't ever plan to go on a boat.

The next day, they played a game. There were a red team and a blue team. Stacie was on the blue team. Each team had to try to **remove** the other team's flag from a **pole**. They also had to use water guns. "I'm not much of an **athlete**," she said. But she still had to play.

Stacie took a water gun and looked for somewhere to hide. A boy said, "Stacie, you **advance** to the middle. I will go right. Those two will go left."

Stacie still didn't want to play. She walked into the forest and saw a red team player coming. Stacie hid **behind** a tree and then jumped out and **shot** the other player. "This is fun!" Stacie thought.

Several minutes after advancing further, Stacie saw the red flag. A red team **member** was watching over it. She shot him with her water gun. Then she **lowered** the flag and ran back to her team. "I got it!" she yelled. The blue team won! Stacie was the hero.

For the rest of the week, Stacie had fun. She even made new friends.

Reading Comprehension

Answer the questions.

1. How did Stacie win the game?
   a. She advanced to the right.
   b. She lowered the red team's flag.
   c. She hit the red team with her water gun.
   d. She swam all afternoon.

2. Because of her personality, what would Stacie likely NOT want to do?
   a. Read a poem
   b. Play a mental game
   c. Become an athlete
   d. Stay at a nice hotel

3. Instead of camp, where did Stacie want to be?
   a. At a fancy hotel
   b. At the airport
   c. On a boat as a passenger
   d. With an average student

4. What did Stacie start to like about the camp?
   a. The other kids' behavior
   b. Having chocolate milk
   c. Spider webs over her bed
   d. Beating the red team

5. What was Stacie's course about?

_____

_____

UNIT 24

Word List

block [blɑk] *n.*

A **block** is a solid piece of wood, stone or ice.

→ *I saw a **block** of ice on the floor.*

cheer [tʃiər] *v.*

To **cheer** is to give a loud shout of approval or encouragement.

→ *The crowd all **cheered** when the home team won.*

complex [kəmpléks] *adj.*

If something is **complex,** it has many small parts. It is hard to understan

→ *A jig-saw puzzle can be **complex** because it has so many pieces.*

critic [krítik] *n.*

A **critic** is someone who give their opinions about movies, books, plays,

→ *The wine **critic** tasted the wine so he could give his opinion.*

event [ivɛ́nt] *n.*

An **event** is something that happens, especially something important.

→ *Finishing high school was a major **event** in his life.*

exercise [éksərsàiz] *v.*

To **exercise** is to run or play sports so that you can be healthy.

→ *You should **exercise** every day.*

fit [fit] *v.*

If something **fits,** it is small enough or the right size to go there.

→ *The colorful eggs **fit** into the box.*

friendship [frɛ́ndʃip] *n.*

Friendship is the relationship between people who are friends.

→ *Michael and Lisa have a very strong **friendship** with each other.*

guide [gaid] *n.*

A **guide** is someone who shows you where to go.

→ *We followed a **guide** at the park.*

lack [læk] *n.*

If there is a **lack** of something, there is not enough of it.

→ *His only problem is a **lack** of money.*

passage [pæsidʒ] *n.*

A **passage** is a long area with walls that goes from one place to another.
→ *The long **passage** led us to the other side of the field.*

perform [pərfɔ:rm] *v.*

To **perform** is to do something in front of people who watch.
→ *He will **perform** a song for the class.*

pressure [préʃər] *n.*

Pressure is what you apply to make someone do something.
→ *They put **pressure** on him to change his mind.*

probable [prɑ́bəbəl] *adj.*

If something is **probable**, it is likely to happen.
→ *It is **probable** that you will get a good grade if you study for the test.*

public [pʌ́blik] *adj.*

If something is **public**, it is meant for everyone to use.
→ *I went to the **public** park to play with my friends.*

strike [straik] *v.*

To **strike** someone or something is to hit them.
→ *She **struck** the other girl in the face.*

support [səpɔ́:rt] *v.*

To **support** something is to like it and help it be successful.
→ *Everyone at work **supports** the new plan.*

task [tæsk] *n.*

A **task** is work that someone has to do.
→ *Who has the **task** of building the brick wall?*

term [tə:rm] *n.*

A **term** is a word for something.
→ *I often use the **term** "oops" when I make a mistake.*

unite [ju:náit] *v.*

To **unite** is to get together to do something.
→ *If we **unite**, we can finish our project faster.*

Exercise 1

Part A Choose the right definition for the given word.

1. probable
   a. a word for something
   b. to hit
   c. a leader
   d. likely

2. lack
   a. to not have enough
   b. to try to make people act
   c. to have many parts
   d. to do activities to be healthy

3. term
   a. available for everyone
   b. to help something work
   c. a thing that happens
   d. a word for something

4. unite
   a. a person who dislikes
   b. relationship between people who are friends
   c. to work together
   d. to do something to entertain

5. fit
   a. a large piece
   b. connection between places
   c. to be the right size
   d. a loud shout of encouragement

Part B Write a word that is similar in meaning to the underlined part.

1. The car will hit the wall if they don't slow down.
   st _____

2. The athletes run to stay healthy every morning.
   ex _____

3. I hope they will do in public a funny play.
   pe _____

4. Is there a way to get from one place to another in the city?
   p _____

5. Her effort to make someone do something made Brad change his mind.
   p _____

Exercise 2

Check (√) the one that suits the blank naturally.

1. They've known each other for years _____.
   ___ a. and have a good friendship ___ b. go to a passage

2. I don't know where we are. _____.
   ___ a. We need a guide ___ b. Let's perform right now

3. The concert tonight _____.
   ___ a. will strike the wall ___ b. will be a fun event

4. I gave him money because _____.
   ___ a. I support his company ___ b. He didn't do any work

5. At the end of her speech, _____.
   ___ a. don't forget to cheer loudly ___ b. fit into your clothes

6. You don't have to pay to get in when _____.
   ___ a. an accident is probable ___ b. you go to a public park

7. You must think hard because _____.
   ___ a. I am under pressure ___ b. the problem is complex

8. Glad is _____.
   ___ a. another term for happy ___ b. the way people unite

9. The artist made his art _____.
   ___ a. from a block of wood ___ b. the people cheered for victory

10. He thought the book was boring. _____.
    ___ a. He was a critic of it ___ b. He really enjoyed it

A Strong Friendship

Tim was the strongest man in the town. When he played sports, he always won. He **performed** and **exercised** in the **public** park. He did this to show everyone how strong he was. Most people liked him, but one man didn't. His name was Jack.

Jack hated Tim. Jack was a movie **critic** and the smartest man in town. He could solve **complex** math problems. But no one cared. Jack wanted to be famous like Tim.

One day, there was an unusual **event**. A big storm came suddenly. Snow covered the town. No one could get out. They needed food. The people said, "This is a **task** for a strong man." Tim was under **pressure** to save them. But Jack wanted to be the hero, so they both went. Tim said, "You can't help because of your **lack** of strength."

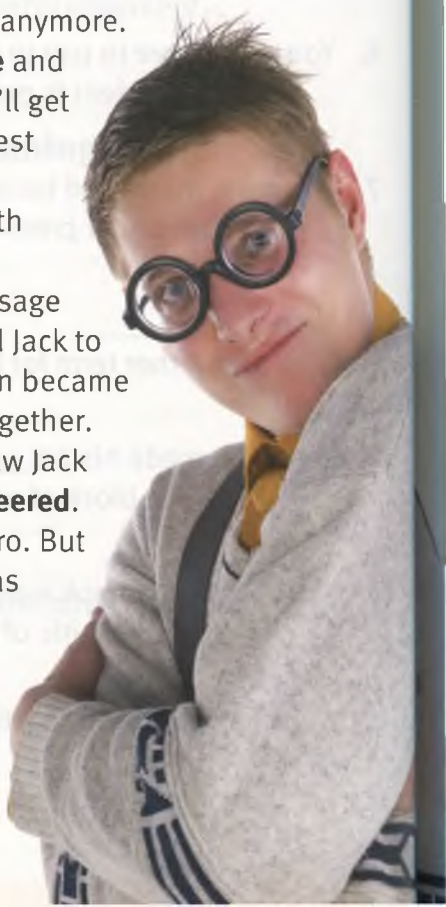
But Jack found some small **passages** under the snow. One of them led toward another town. That town had food. Because Tim was so big and strong, he almost couldn't **fit** inside. They walked until there was a **block** of ice in their way. Jack said, "We can't get past it. But if you **strike** it, it might break." Tim knew that was **probable**.

He broke it. When there were more ice blocks, Tim broke them. That made him tired. He couldn't walk anymore.

Jack said, "Let's **unite** and **support** each other. I'll get the food alone. You rest here."

Jack came back with food. Tim couldn't remember which passage led home. He needed Jack to be his **guide**. The men became friends by working together.

In town, people saw Jack with the food and **cheered**. They called Jack a hero. But Jack didn't care. He was thinking of something else. He said to Tim, "I thought I was smart, but I learned a new **term** today: **friendship**."



Reading Comprehension

Answer the questions.

1. What is the main idea of this story?
   a. The best way to strike blocks
   b. How a strong man learned a new term
   c. How two men unite and support each other
   d. How to solve complex problems

2. How did Tim show people he was strong?
   a. He struck the critic in front of them.
   b. He performed and exercised in public places.
   c. He found a passage in the snow.
   d. He lifted a block of ice for them.

3. Why did Jack become a hero?
   a. He fit inside the passage.
   b. He brought food to the town.
   c. He put pressure on Tim to save the town.
   d. He won every sport he played.

4. What did Tim think while in the passage?
   a. He thought breaking the ice was probable.
   b. He thought the storm was an unusual event.
   c. He thought he was a good guide for Jack.
   d. He thought it was a very difficult task.

5. What happened when Jack was called a hero?

_____

_____

UNIT 25

Word List

associate [əsóuʃièit] *v.*

To **associate** means to connect something with a person or thing.
→ *Most people **associate** birthday parties with having fun.*

environment [inváiərənmənt] *n.*

The **environment** is the place where people work or live.
→ *Keeping our **environment** clean is important to our health.*

factory [fǽktəri] *n.*

A **factory** is a building where things are made or put together.
→ *We have only one **factory** in our town.*

feature [fí:tʃər] *n.*

A **feature** is an important part of something.
→ *The cell phone has many **features**.*

instance [ínstəns] *n.*

An **instance** is an example of something.
→ *I have never experienced an **instance** of hate. Have you?*

involve [invάlv] *v.*

To **involve** means to be actively taking part in something.
→ *The whole family was **involved** in playing the game.*

medicine [médəsən] *n.*

Medicine is something you take to feel better or treat an illness.
→ *The doctor gave me **medicine** for my cold.*

mix [miks] *n.*

A **mix** is different things put together.
→ *The green **mix** we made in science class spilled onto the table.*

organize [ɔ́:rgənàiz] *v.*

To **organize** is to plan or get ready for an event.
→ *Make a list to help you **organize** the things you need.*

period [píəriəd] *n.*

A **period** is an amount of time when something happens.
→ *In one **period** in Europe, there were many knights.*

populate [pάpjəlèit] *v.*

If people **populate** an area, they live there.

→ *Billions of people **populate** the Earth.*

produce [prədjúːs] *v.*

To **produce** something is to make or grow it.

→ *This tree **produces** apples every year.*

range [reindʒ] *n.*

A **range** is a number or a set of similar things.

→ *I saw a **range** of cars to choose from.*

recognize [rékəgnàiz] *v.*

To **recognize** something is to know it because you have seen it before.

→ *I **recognized** an old friend from many years ago.*

regular [régjələːr] *adj.*

If something is **regular**, it happens often and in equal amounts of time.

→ *Our **regular** lunch time is around noon.*

sign [sain] *n.*

A **sign** is a notice giving information, directions, a warning, etc.

→ *The **sign** indicated that today would be a bad day.*

tip [tip] *n.*

A **tip** is a pointed end of something.

→ *The **tip** of his pen was very sharp.*

tradition [trədíʃən] *n.*

A **tradition** is something people have been doing for a long time.

→ *Marriage is a **tradition** all over the world.*

trash [træʃ] *n.*

Trash is waste material or unwanted or worthless things.

→ *Please take out the **trash**; it smells bad.*

wide [waid] *adj.*

If something is **wide**, it is large from side to side.

→ *The door was as **wide** as my arms.*

Exercise 1

Part A Choose the right word for the given definition.

1. to remember someone or something
   a. mix b. range c. populate d. recognize

2. the sharp end of a stick
   a. instance b. regular c. tip d. environment

3. large from side to side
   a. wide b. period c. produce d. factory

4. to be an important part of
   a. sign b. medicine c. involve d. organize

5. to make or create
   a. feature b. produce c. associate d. tradition

Part B Fill in the blanks with the correct words from the word bank.

WORD BANK

produce sign populate period range

1. Large companies can _____ many products.

2. I offered her a _____ of choices from one to ten.

3. How many people _____ this area?

4. Give me a _____ if you need help.

5. This _____ will last for one hour.

Exercise 2

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. When you **mix** things, you take them somewhere.
   ___ b. They make toys in a toy **factory**.

2. ___ a. A **feature** of this computer is its small size.
   ___ b. We **populate** over the ocean.

3. ___ a. We put the **trash** outside so it could be taken away.
   ___ b. We ate chicken once, so now it is a **tradition**.

4. ___ a. He went to the **tip** of the school.
   ___ b. Doing a book report **involves** reading.

5. ___ a. The garbage truck came and **produced** some sunshine.
   ___ b. I **associate** dogs with good pets.

6. ___ a. You **recognize** someone whom you have already met.
   ___ b. Blue is a **range** of color.

7. ___ a. The **sign** was open all evening.
   ___ b. I have a **regular** schedule. It doesn't change.

8. ___ a. The tree is very **wide** because it is small.
   ___ b. Don't forget to **organize** a meeting for next week.

9. ___ a. The clothing store had a sale on **medicine**.
   ___ b. Our **environment** has many plants and animals.

10. ___ a. An **instance** of kindness is sharing food.
    ___ b. He had no **period** to work.

Joe's Pond

Joe made the world a better place. He got the idea to do that at school. He watched a video there. It was about a **factory**. This factory **produced** a lot of **trash** and put it in a river. The trash and water were a bad **mix**. People **populated** the area by the river and drank its water. This made them sick. Many of them needed **medicine** and made **regular** visits to doctors.

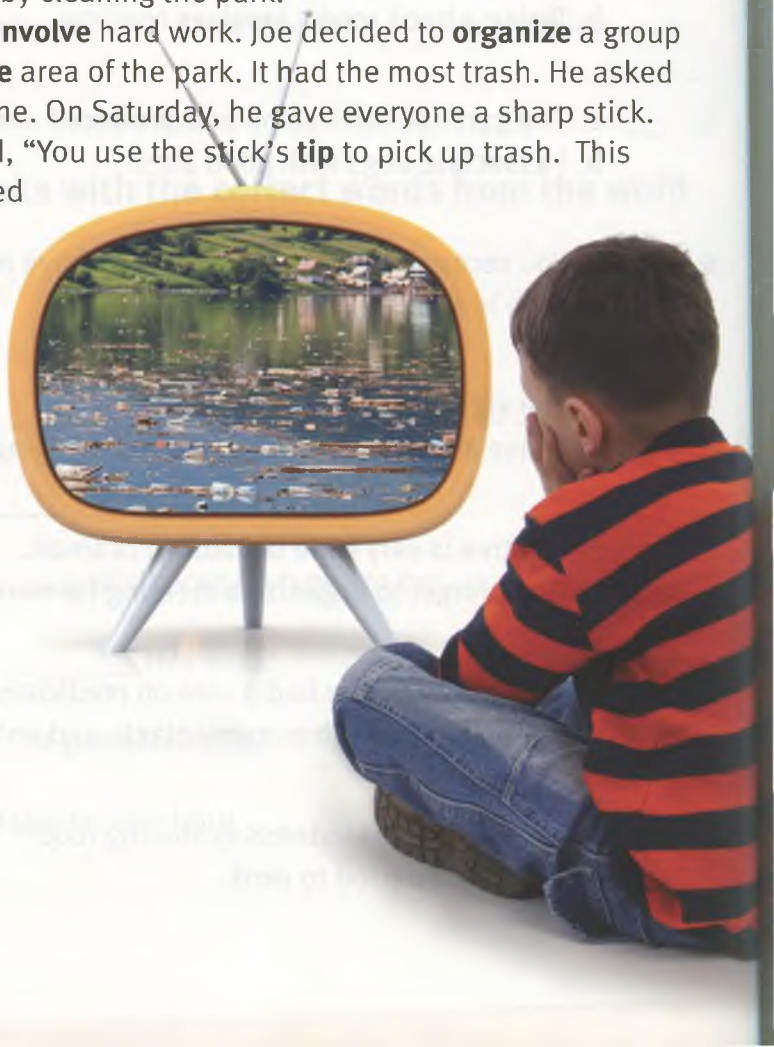
But the video wasn't all bad news. It showed ways to pick up trash and why it's important to do this. It said people can make a difference to their **environment**. The video's important **features** made Joe **associate** trash with hurting people.

One day Joe walked through a park. He **recognized** some of the problems from the video. One **instance** of these problems was the trash in the pond. It was full of plastic cups. There was too much trash. Joe didn't want it to hurt anyone.

He told his grandfather about the park. His grandfather said, "You know, it's a **tradition** in our family to help people. That's why we give food to poor people. Maybe you can help people by cleaning the park."

Cleaning the park would **involve** hard work. Joe decided to **organize** a group to help him. He chose a **wide** area of the park. It had the most trash. He asked his family and friends to come. On Saturday, he gave everyone a sharp stick. They wondered why. He said, "You use the stick's **tip** to pick up trash. This makes it easier." They worked for six weeks. Different people helped each time, but Joe was always there.

In that **period** of time, Joe saw a **range** of results. There was no trash in the water. People could swim in it. Joe knew that was a good **sign**. He was happy because he helped his environment.



Reading Comprehension

Answer the questions.

1. What is the main idea of this story?
   a. A grandfather teaching traditions
   b. How to recognize signs of sickness
   c. An instance of videos helping students study
   d. A boy helping the environment

2. When did the boy decide to clean the park?
   a. After he saw a video about a factory harming a river with its trash
   b. After he went there on regular visits
   c. After he saw a range of people cleaning it
   d. After he associated trash with harming people

3. Why did the people in the video get sick?
   a. A factory put trash in a river.
   b. They produced too much trash.
   c. They populated too many parks.
   d. They had no medicine for a long period.

4. Why was it easy to pick up the trash?
   a. It did not involve hard work.
   b. Joe did not organize the group.
   c. They used the tips of sharp sticks.
   d. The people had a good mix of tools to use.

5. What did the features of the video make Joe do?

   _____

   _____

UNIT 26

Word List

advice [ədváis] *n.*

Advice is an opinion about what to do.

→ *I don't know how to study for my exams. Can you give me some **advice**?*

along [əlɔ́:ŋ] *prep.*

Along means to move from one part of a road, river, etc. to another.

→ *Walk **along** this tunnel for ten minutes, and you'll see a door on the left.*

attention [ətén∫ən] *n.*

Attention is the notice, thought, or consideration of someone.

→ *His work got the **attention** of two of his co-workers.*

attract [ətrækt] *v.*

To **attract** means to make a person or thing come closer or be interested

→ *The magnet **attracted** the metal.*

climb [klaim] *v.*

To **climb** means to use your hands and feet to go up on something.

→ *The girls **climbed** to the top of the mountain.*

drop [drɑp] *v.*

To **drop** is to fall or allow something to fall.

→ *A small amount of water **dropped** from the bottle.*

final [fáinəl] *adj.*

If something is **final**, it is the last part.

→ *In the **final** part of the film, the man and the woman got married.*

further [fə́:rðə:r] *adj.*

Further is used to say something is from a distance or time.

→ *The escalator is **further** along than I thought.*

imply [implái] *v.*

To **imply** something is to suggest it without saying it.

→ *The man **implied** that he wanted the job, but he didn't say so.*

maintain [meintéin] *v.*

To **maintain** means to make something stay the same.

→ *The balls **maintain** constant movement.*

neither [ni:ðər] *adv.*

You use **neither** to connect two negative statements.

→ ***Neither** the pass on the left nor the pass on the right will lead us home.*

otherwise [ʌðərwàiz] *adv.*

Otherwise means different or in another way.

→ *It's good to stay active; **otherwise**, you'll gain weight.*

physical [fizikəl] *adj.*

If something is **physical**, it is related to your body and not your mind.

→ *Biking is good for your **physical** health.*

prove [pru:v] *v.*

To **prove** something is to show that it is true.

→ *My teacher **proved** the answer on the board.*

react [ri:ækt] *v.*

To **react** is to act in a certain way because of something that happened.

→ *James **reacted** badly to the news.*

ride [raid] *v.*

To **ride** something is to travel on it. You can ride an animal, a bike, etc.

→ *I will **ride** a roller-coaster for the first time today.*

situated [sítʃuèitid] *adj.*

If something is **situated** somewhere, it is in that place.

→ *The white board is **situated** between the two men.*

society [səsáiəti] *n.*

Society is people and the way that they live.

→ ***Society** expects people to be good and honest.*

standard [stændə:rd] *n.*

A **standard** is what people consider normal or good.

→ *This older model TV is below our store's **standards**.*

suggest [səgdʒést] *v.*

To **suggest** something means to give an idea or plan about it.

→ *He **suggested** that we go to see his boss.*

Exercise 1

Part A Choose the right word for the given definition.

1. to keep something going
   a. maintain b. react c. standard d. prove

2. not this one or that one
   a. neither b. further c. along d. situated

3. people and how they act
   a. otherwise b. society c. advice d. climb

4. describing the body
   a. final b. drop c. physical d. attention

5. to make someone interested
   a. imply b. suggest c. attract d. ride

Part B Write a word that is similar in meaning to the underlined part.

1. How did Clare act when you told her about the party?
   re ____

2. In this group of people, wearing hats is common.
   soc _____

3. I invited Jane and Lisa to my house, but not Jane or Lisa could come.
   nei _____

4. I've nearly finished the book. I'm on the last page.
   f _____

5. I can jump higher than you. Watch me, and I will show you that I can do it.
   p _____

Exercise 2

Part A Choose the word that is a better fit for each sentence.

1. **suggest / advice**
   Can I give you some _____?
   I _____ that you do your homework before you go out.

2. **situated / attention**
   I got everyone's _____ with my new dress.
   Where is your office _____ in the building?

3. **dropped / standard**
   The _____ of his work is very high.
   I accidentally _____ my phone in the snow.

4. **attracted / reacted**
   He _____ my attention by waving to me.
   She _____ badly to the news.

5. **further / along**
   How much _____ is the beach? I'm tired!
   We walked _____ the path for two hours.

Part B Check (√) the one that suits the blank naturally.

1. She was angry when _____.
   ___ a. he implied that she was not smart
   ___ b. he proved that she was right

2. If you want to win the race, you need to _____.
   ___ a. be in good physical condition
   ___ b. drop off all of your extra work

3. He said that I should play sports, so I _____.
   ___ a. suggested playing football ___ b. gave him my advice

4. The sound of the car's horn _____.
   ___ a. got everyone's attention
   ___ b. is situated next to the bus stop

5. We are nearly at Jack's house. _____.
   ___ a. It's much further down the road ___ b. He lives along this road

Archie and His Donkey

Old Archie needed some money. He decided to sell his donkey. So he and his son Tom went to town. It was **situated** many miles away.

Soon, they met a woman. "Where are you going?" she asked.

"To town," said Archie.

"Any smart person would **ride** the donkey," she said.

"What are you **implying**?" Archie asked. "I'm very smart!" Archie wanted to look smart. So he **climbed** onto the donkey. Then they continued in the direction of the town.

Further along the road, they met a farmer.

"Hello," said Archie. "We want to sell this donkey. Do you want to buy it?"

"I don't need a donkey," said the farmer. "But if you want my **advice**, don't ride it. The donkey needs to be in good **physical** condition."

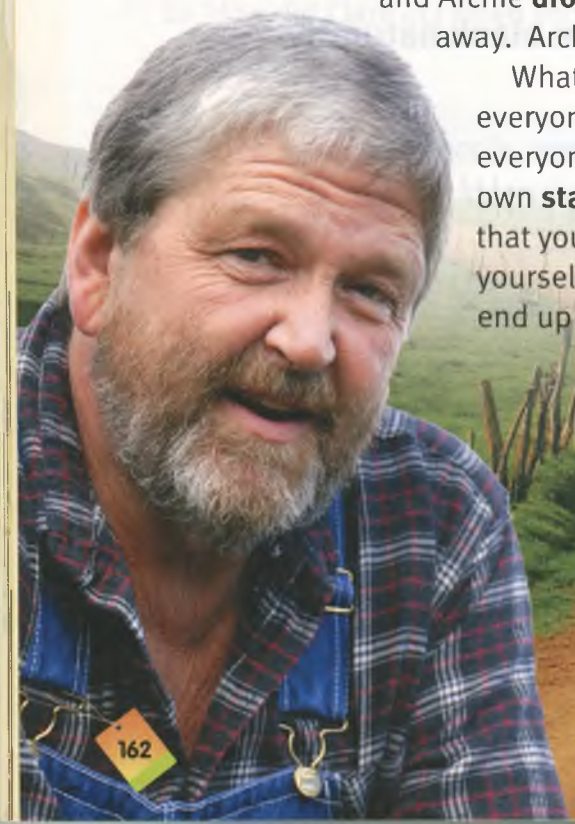
"Good idea," said Archie. "Tom, I want you to ride it. You're lighter."

"**Neither** you nor your son should ride it. It looks very tired. You should carry the donkey." **suggested** the farmer.

"You're right," said Archie. "Come on, Tom! We'll carry it for the **final** few miles!"

The donkey was very heavy, and they couldn't **maintain** a good speed. They didn't arrive until late in the evening. At last, they walked into the town. But there they **attracted** the **attention** of some teenage boys. They laughed at Tom and Archie. They started to throw stones at them. The donkey **reacted** by kicking. Tom and Archie **dropped** the donkey. It fell on the ground and then ran away. Archie lost his donkey. He went home with no money.

What does this story teach us? We cannot please everyone in our **society**. Don't take everyone's advice, but set your own **standards**. **Prove** to everyone that you can make decisions by yourself. **Otherwise**, you may end up with nothing at all.



Reading Comprehension

Answer the questions.

1. What is the main idea of this story?
   a. You should always take the advice of older people.
   b. Teenage boys are the nicest people in society.
   c. You should set your own standards.
   d. You should neither ride nor carry a donkey.

2. Why did Archie get on the donkey?
   a. The woman implied that he wasn't smart.
   b. The town was situated further away than he had thought.
   c. He did not want to climb the final hill.
   d. His walking speed was too slow.

3. Why did the farmer suggest carrying the donkey?
   a. To attract people's attention
   b. To keep the donkey in good physical condition
   c. To maintain their speed
   d. To prove that Archie was strong

4. Why did the donkey start kicking?
   a. It didn't want to be carried along the road.
   b. It didn't want to go in the direction of the river.
   c. It reacted badly to a group of teenage boys' teasing.
   d. It became very angry at Archie and Tom.

5. What did the teenage boys do when they saw Archie, Tom, and the donkey?

_____

_____

UNIT 27

Word List

actually [æktʃuəli] *adv.*

Actually means in fact or really.

→ *My dad looks a little mean, but **actually** he's very kind.*

bite [bait] *n.*

Bite is the act of using your teeth to cut and tear into something.

→ *The boy took a big **bite** out of his hamburger.*

coast [koust] *n.*

The **coast** is the land by an ocean.

→ *I stayed on the southern **coast** of Australia.*

deal [di:l] *n.*

A **deal** is an agreement that you have with another person.

→ *I made a **deal** with the other company to give us some money.*

desert [dézərt] *n.*

The **desert** is an area of land without many plants or water.

→ *Not many plants grow in the **desert**.*

earthquake [ə́:rəkwèik] *n.*

An **earthquake** is a shaking movement of the ground.

→ *The building shook during the **earthquake**.*

effective [iféktiv] *adj.*

If something is **effective**, it works well.

→ *Swimming is an **effective** way to stay healthy.*

examine [igzǽmin] *v.*

To **examine** something is to look at it carefully.

→ *The doctor **examined** my eyes today.*

false [fɔ:ls] *adj.*

If something is **false**, it is not correct.

→ *If you think the answer is **false**, press the red button.*

gift [gift] *n.*

A **gift** is something you give someone.

→ *Dave received many **gifts** for Christmas.*

hunger [hʌ́ŋgər] *n.*

Hunger is the feeling that you get when you need to eat.

→ *After playing all day long, he was filled with **hunger**.*

imagine [imǽdʒin] *v.*

To **imagine** something is to think of it in your mind.

→ *Sally **imagined** herself winning lots of money.*

journey [dʒə́:rni] *n.*

A **journey** is a long trip.

→ *I went on a **journey** across the country with my parents.*

puzzle [pʌ́zl] *n.*

A **puzzle** is something that is hard to understand.

→ *The question was a **puzzle** to him.*

quite [kwait] *adv.*

Quite is used to say that something is complete or very much.

→ *I think typing on a keyboard is **quite** easy.*

rather [rǽðə:r] *adv.*

Rather is used when you want to do one thing but not the other.

→ *I would **rather** have the red one than the blue one.*

specific [spisífik] *adj.*

If something is **specific,** it is precise or exact.

→ *Please choose a **specific** place on the map.*

tour [tuə:r] *n.*

A **tour** is a short trip in which you see many sights.

→ *I took a **tour** of Asia and Europe.*

trip [trip] *n.*

A **trip** is a journey to a certain place.

→ *Ken took a **trip** to the city yesterday.*

value [vǽlju:] *n.*

If something has **value,** it is worth a lot of money.

→ *Matthew found a treasure of very high **value**.*

Exercise 1

Choose the right definition for the given word.

1. gift
   a. somewhere you go
   b. something you give
   c. someone at a doctor
   d. something you think about

2. value
   a. worth
   b. the ocean
   c. information
   d. not true

3. earthquake
   a. to see many things
   b. movement of the ground
   c. a need to eat
   d. to work well

4. quite
   a. to feel awake
   b. instead
   c. to look at
   d. very much

5. puzzle
   a. sand
   b. to be gone a long time
   c. in fact
   d. a difficult question

6. deal
   a. a lot of information
   b. an agreement with another person
   c. a game
   d. to want to do one thing but not another

7. hunger
   a. a strong need for food
   b. a long trip to a place
   c. when you feel awake
   d. something worth a lot of money

8. desert
   a. a place without water
   b. something you give someone
   c. in fact
   d. something that is not correct

9. effective
   a. to think in your head
   b. to go somewhere
   c. to choose something
   d. working very well

10. coast
    a. to look at something
    b. to see many things
    c. the ground moving
    d. the edge of the ocean

Exercise 2

Check (√) the better response to each question.

1. Which would you have, juice or water?
   ___ a. I would like water, please. ___ b. Yes, thank you.
2. Where did you go on your trip?
   ___ a. We went to Rome. ___ b. We like to stay home.
3. Do you enjoy solving puzzles?
   ___ a. They don't taste very good. ___ b. Yes, I think they are fun.
4. Try to imagine what your future husband or wife will look like.
   ___ a. That's quite difficult. ___ b. OK, I will go there tomorrow.
5. Have you studied Spanish? I'm a little worried about taking the class.
   ___ a. Actually it's not as hard as you think.
   ___ b. Actually I would rather sleep now.

Exercise 3

Choose the word that is a better fit for each sentence.

1. **value / gift**
   I have a _____ for you. Do you think that my car has much _____?
2. **coast / desert**
   I like to watch the ocean at the _____. It is hot in the _____.
3. **bite / hunger**
   Having dinner will make my _____ go away.
   Be careful around those dogs; they might _____ you.
4. **tour / journey**
   I would like to take a _____ of the capital city sometime.
   I went on a _____ around the world last year.
5. **examine / quite**
   I think this dress is _____ pretty.
   _____ your paper to check for mistakes.

The Spider and the Bird

There was once a very big spider. If a bug got into his web, he would **examine** it. However, he didn't eat the bug right away. He asked the bug a question first. It was always **quite** a difficult **puzzle**. If the bug's answer was correct, he let it go. If not, he ate it.

One day, a small bird on a **journey** flew into the spider's web. The spider couldn't **imagine** eating a bird. It was so big! But his **hunger** was too great. He said to the bird, "If you cannot give me a **specific** answer, I will eat you."

The bird laughed. "I could eat you!" But the bird was **actually** scared. She had used all her energy trying to get out of the web. And a spider's **bite** can be very **effective** in killing animals.

"Please don't eat me," the bird said. "I would **rather** make a **deal** with you."

"OK," the spider said. "If your answer is right, I will let you go. If not, you must give me a **gift**. It must be something of great **value**."

The bird said, "You can pick anything you want to eat. I will find it for you." The spider agreed.

"Where can you take a **trip** to the **coast**, the **desert**, and the mountains at the same time?" the spider asked.

The bird asked, "Does this place have **earthquakes**?" But the spider did not say anything. "I can see those places when I fly. Is the 'sky' the right answer?"

"**False**!" said the spider. "The answer is Hawaii! Now you must find some bugs for me."

The spider climbed on the bird's back. They flew and ate bugs together. They took a **tour** of the forest. Then the bird took the spider home. From that day on, they were friends. And they never tried to eat each other again.

Reading Comprehension

Answer the questions.

1. Which is NOT part of the spider's puzzle?
   a. The coast
   b. An earthquake
   c. A mountain
   d. The desert

2. Why does the bird make a deal instead of flying away?
   a. Her wings are quite effective in the web.
   b. She is too tired from trying to get out of the web.
   c. She cannot fly because of her hunger.
   d. She would rather take the spider on a trip.

3. What will be the bird's gift to the spider?
   a. A tour of the coast
   b. A specific kind of web
   c. Anything the spider wants to eat
   d. A trip to anywhere

4. What is the spider's response to the bird's answer?
   a. Your answer is false!
   b. Can you imagine!
   c. No deal!
   d. That has no value!

5. What is the first thing the spider does when a bug gets into his web?

   _____

   _____

UNIT 28

Word List

band [bænd] *n.*

A **band** is a group of people who play music.
→ *My brother is in a rock **band**.*

barely [bɛ́ərli] *adv.*

Barely means by the smallest amount, almost not.
→ *I **barely** had enough money to pay for my bus ticket.*

boring [bɔ́:riŋ] *adj.*

If something is **boring**, it is not fun.
→ *I think the Internet is **boring**.*

cancel [kænsəl] *v.*

To **cancel** means to decide that an event or a request will not happen.
→ *She **cancelled** the rest of her plans because of the rain.*

driveway [dráivwèi] *n.*

A **driveway** is a short private road that leads to a person's home.
→ *The long **driveway** led us to their new house.*

garbage [gɑ́:rbidʒ] *n.*

Garbage is waste material like unwanted or spoiled food, bottles, paper, etc.
→ *The boy cleaned up the **garbage** around his house.*

instrument [ínstrəmənt] *n.*

An **instrument** is something designed to do a certain task like music.
→ *My favorite musical **instrument** is the piano.*

list [list] *n.*

A **list** is a record of information printed with an item on each line.
→ *My mom makes a **list** of groceries to buy.*

magic [mædʒik] *n.*

Magic is the power to do impossible things.
→ *The magician used **magic** to pull a rabbit out of his hat.*

message [mésidʒ] *n.*

A **message** is a set of words that you send to someone.
→ *I left a **message** for you in the envelope.*

notice [nóutis] *v.*

To **notice** something is to see it for the first time.

→ *Did you **notice** the view?*

own [oun] *v.*

To **own** something means to have it. That thing belongs to you.

→ *My grandfather **owns** that house.*

predict [pridíkt] *v.*

To **predict** something is to say that it will happen.

→ *She **predicted** that I would get married next year.*

professor [prəfésər] *n.*

A **professor** is a person who teaches in college.

→ *Mike's science **professor** knows a lot about physics.*

rush [rʌʃ] *v.*

To **rush** is to go somewhere or do something very quickly.

→ *Nancy **rushed** to finish her homework.*

schedule [skédʒu(:)l] *n.*

A **schedule** is a plan that tells you when to do things.

→ *What is your class **schedule** for today?*

share [ʃɛə:r] *v.*

To **share** something is to give some of it to another person.

→ *Jimmy **shared** his apple with me.*

stage [steidʒ] *n.*

A **stage** is a place where actors or musicians act or sing.

→ *A large screen was on the **stage**.*

storm [stɔ:rm] *n.*

A **storm** is very bad weather. There is a lot of rain or snow.

→ *Did that **storm** wake you up last night?*

within [wiðin] *prep.*

You use **within** to say that something is inside another thing.

→ ***Within** the box, there was a pizza.*

Exercise 1

Fill in the blanks with the correct words from the word bank.

WORD BANK

list	professor	band	barely
schedule	predict	message	boring
rush	garbage		

1. If you don't understand the class, you should ask your _____ for help.
2. I could _____ hear his speech because of all the noise.
3. I _____ that tomorrow will be a good day.
4. There was a lot of _____ in his closet.
5. I made a _____ of things I want for my birthday.
6. I think that this TV show is _____. Let's watch something else.
7. Have you ever heard this _____? I really like its music.
8. Do you have time in your _____ to come over this week?
9. If I am not home when you call, just leave a _____.
10. If you wake up early, you don't need to _____ to get to school.

Exercise 2

Circle two words that are related in each group.

1.	a. cancel	b. see	c. notice	d. own
2.	a. band	b. boring	c. instrument	d. predict
3.	a. magic	b. rush	c. tour	d. trip
4.	a. bite	b. within	c. hunger	d. share
5.	a. schedule	b. message	c. stage	d. list

Exercise 3

Check (√) the one that suits the blank naturally.

1. I don't like this show. _____.
___ a. It is very boring
___ b. It is a long list

2. A treasure appeared in the middle of the room. _____.
___ a. It owned us
___ b. It was magic

3. The man read the weather report. _____.
___ a. He rushed through the building
___ b. He predicted rain

4. I have many things to do today. _____.
___ a. My schedule is full
___ b. I can share with you

5. When the play started, _____.
___ a. the actors walked onto the stage
___ b. there were no people within the room

The Party

Cody's family moved to a new house. His dad got a new job as a **professor**. Cody liked his new town, but he missed his grandparents. For his birthday, Cody wanted to have a party. His dad said, "Yes, we could even have a band play!"

On the day of the party, Cody woke up and **rushed** to get ready. He started to check his **list** of things to do. He was so excited! But then he **noticed** something terrible. There was snow on the ground and lots of it! "Dad!" he yelled. "How can the **band** play their **instruments** outside?"

Dad said, "We'll move the **stage** inside." It **barely** fit **within** the garage because there were some boxes and **garbage** there. But when they finished, they got a call from the band. They did not want to come in the snow **storm**.

Dad said, "Let's get someone to perform **magic**." But no one would come because of the snow.

Finally, Dad said, "Cody, there's too much snow. We need to **cancel** the party."

"Yes, sir," Cody said sadly. "It's going to be a **boring** birthday," he **predicted**. Cody wanted to **share** his birthday with someone. He wanted to be at his old home. He wanted to see his grandparents.

But then something got his attention. He noticed a car in the **driveway**. His grandparents **owned** a car like that!

Cody was right. His grandparents came for his birthday! "Happy birthday, Cody! We're sorry we are late. But there was so much snow. It made us go off **schedule**. We tried to leave a **message** to tell you."

Cody told them what happened. "I'm sorry," said Grandpa.

"I was sad," Cody said. "But I'm not anymore. I'm so happy to see you." Dad brought out Cody's birthday treat. It was his favorite type, a sundae with whipped cream on top. Then Cody told his grandparents about the new town. It was his best birthday ever.

Reading Comprehension

Answer the questions.

1. What does Cody's dad do as a job?
   a. His dad is a professor.
   b. His dad is in a band.
   c. His dad owns a restaurant.
   d. His dad does magic shows.

2. What does Cody want for his birthday?
   a. A musical instrument
   b. A stage to play music on
   c. Someone to share it with
   d. Everything on his list

3. What does Cody predict will happen?
   a. He will have a boring birthday.
   b. He will eat ice cream.
   c. No one will notice the snow storm.
   d. He will have to rush to get ready for the party.

4. What gets Cody's attention?
   a. His dad calling him "sir"
   b. The car his grandparents own
   c. The stage within the garage
   d. That nothing is happening on schedule

5. Why did his grandparents try to leave a message?

   _____

   _____

UNIT 29

Word List

advertise [ædvərtàiz] *v.*

To **advertise** is to tell people about something on TV, radio, etc.
→ *They used a rabbit to help them **advertise** their product.*

assign [əsáin] *v.*

To **assign** something to someone is to tell them to do it.
→ *I **assigned** the worker an important task.*

audience [ɔ́:diəns] *n.*

An **audience** is a group of people who watch something together.
→ *There was a large **audience** at the game.*

breakfast [brékfəst] *n.*

Breakfast is the first meal of the day.
→ *I eat **breakfast** at 8:00 every morning.*

competition [kὰmpətíʃən] *n.*

A **competition** is a contest to see who is the best at something.
→ *He won the running **competition** over the weekend.*

cool [ku:l] *adj.*

If the weather is **cool**, it is a little bit cold.
→ *The weather is **cool** in the fall.*

gain [gein] *v.*

If you **gain** something, you get more of it.
→ *I **gained** some weight over the summer.*

importance [impɔ́:rtəns] *n.*

Importance means the quality or condition of being needed or valued.
→ *VIPs are people of great **importance**.*

knowledge [nάlidʒ] *n.*

Knowledge is information that you have about something.
→ *A music teacher should have good **knowledge** of music.*

major [méidʒə:r] *adj.*

If something is **major**, it is big or important.
→ *I have a **major** problem. My boss wants me to redo my project!*

mean [mi:n] *adj.*

Mean describes someone who is unkind or cruel.

→ *My co-worker is a very **mean** person. He gets angry very quickly.*

prefer [prifə́:r] *v.*

If you **prefer** something, you want it more than something else.

→ *I **prefer** to take the path that will lead me to a bright future.*

president [prézidənt] *n.*

A **president** is the leader of a country.

→ *The **president** of our country made an important announcement.*

progress [prágrəs] *n.*

Progress is the act of getting closer to doing or finishing something.

→ *Our company made financial **progress** this year.*

respect [rispékt] *n.*

Respect is a good opinion of someone because they are good.

→ *I have great **respect** for firemen.*

rich [ritʃ] *adj.*

If you are **rich**, you have a lot of money.

→ *He's **rich**. He can buy anything he wants.*

skill [skil] *n.*

A **skill** is the knowledge and ability that allows you to do something well.

→ *A snowboarder must have the right **skills** to do well.*

somehow [sʌ́mhàu] *adv.*

Somehow means in a way or by some means which is not known.

→ *He **somehow** had to find a way to reach the life preserver.*

strength [strenkθ] *n.*

Strength is the physical power that you have.

→ *Exercising will increase your **strength** and give you more power.*

vote [vout] *v.*

To **vote** is to officially choose between two or more things.

→ *I **voted** for Billy to be our class president.*

Exercise 1

Choose the right definition for the given word.

1. breakfast
a. power
b. the first meal of the day
c. having a lot of money
d. the reason for something

2. knowledge
a. something that you can do
b. a good feeling about someone
c. to become better
d. what a person knows

3. president
a. the leader of a country
b. a little bit cold
c. to change other things
d. to tell people what to do

4. gain
a. to get more
b. to tell about
c. important
d. to want more than something else

5. audience
a. not hard
b. the first meal of the day
c. having a lot of money
d. a group of people watching something

6. somehow
a. unkind or unpleasant
b. slightly cold
c. in a way not known
d. to change something

7. competition
a. a leader
b. a game to find the best
c. a reason for something
d. something you can do

8. skill
a. what you know
b. power
c. the ability to do something well
d. to think someone is good

9. mean
a. not short
b. to get more
c. big or important
d. not kind

10. assign
a. to want more
b. give
c. to tell someone to do something
d. having a lot of money

Exercise 2

Part A Fill in the blanks with the correct words from the word bank.

WORD BANK

major advertise vote competition skills

1. If you _____ something widely, everyone will know about it.
2. If you have a _____ problem, you might need more help.
3. I want to be in the _____ to show that I am the best.
4. His skiing _____ are great! He can be a professional.
5. Next month, our country will _____ for a new president.

Part B Check (√) the one that suits the blank naturally.

1. I'm hungry because _____.
   ___ a. I didn't eat breakfast ___ b. I don't have much knowledge
2. I'm reading a science book. _____.
   ___ a. I want to be in the audience
   ___ b. I want to gain some new information
3. She always does the right thing. _____.
   ___ a. This makes her rich ___ b. I have a lot of respect for her
4. I have milk and water. _____?
   ___ a. Which one do you prefer ___ b. Do you want a president
5. He works on his project every day. _____.
   ___ a. He assigned it to me ___ b. He's making a lot of progress

How the World Got Light

The **president** of Darkland was a pig—a very bad pig. He was a pig of **major importance**. He was **rich**, and he had a lot of **strength**. But he was **mean** to all the animals in Darkland. He kept all of the world's light in a bag. He **preferred** to keep the world **cool** and dark. He wanted to stop the **progress** of the city. The animals couldn't work in the dark. He didn't have any **respect** for them. "Light is too good for them," he said. "Only I should have light."

But the animals needed light. So they decided to hold a **competition**. They wanted to find the smartest animal in Darkland. That animal had to steal light from the president. They **advertised** the competition everywhere. All the animals came.

The animals all showed off their **skills**. The **audience** watched and then **voted** for the animal with the most **knowledge**. The winner was a tall bird named Raven. They **assigned** him the job of getting light.

The next morning, Raven ate **breakfast** and then left his home. "How will I **gain** light from the president?" thought Raven. He needed to trick the president **somehow**. Then, Raven had an idea. Raven could make his voice sound like anything!

Raven walked up to the president's door. He made the sound of a crying baby. He cried very loudly. Soon, the president opened the door.

"Be quiet!" the president yelled. Right then, Raven quickly made his move. He flew by the pig and found the soft bag. He took it outside. The sun was inside the bag!

Raven flew high and put the sun in the sky. The president was very mad. Raven tricked him! But the other animals were very happy. At last, they had light—all because of Raven's smart thinking.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. How a big, tall bird gave light to the world
   b. A rich president who helped the world stay cool
   c. How a competition helped animals gain skills
   d. The importance of gaining the president's respect

2. Why did the pig hide the sun?
   a. To let the people assign a job to Raven
   b. To bring an audience to see his big house
   c. To prevent the animals from voting
   d. To stop progress

3. What is NOT true of the president?
   a. He kept the sun in a soft bag.
   b. He did not like the animals of Darkland.
   c. He found a baby outside his house.
   d. He became very angry at Raven.

4. How did Raven steal the sun?
   a. He used his strength to fight the president for it.
   b. He used his knowledge of the area to find it.
   c. He made a sound like a baby to make the pig open the door.
   d. He advertised a major competition and won it.

5. What was inside the soft bag?

   _____

   _____

UNIT 30

Word List

above [əbʌ́v] *prep.*

If something is **above**, it is at a higher level than something else.
→ *He straightened the sign that was **above** the crowd.*

ahead [əhéd] *adv.*

If something is **ahead** of something else, it is in front of it.
→ *The blue car drove on **ahead** of us.*

amount [əmáunt] *n.*

An **amount** is how much there is of something.
→ *Can I use my card to pay for the entire **amount**?*

belief [bilíːf] *n.*

A **belief** is a strong feeling that something is correct or true.
→ *A preacher or priest should have a strong **belief** in God.*

center [séntər] *n.*

The **center** of something is the middle of it.
→ *The **center** of a dart board is the most important spot.*

common [kámən] *adj.*

If something is **common**, it happens often or there is much of it.
→ *It is **common** for snow to fall in the winter.*

cost [kɔːst] *v.*

To **cost** is to require expenditure or payment.
→ *These designer shoes **cost** more than the regular ones.*

demonstrate [démənstrèit] *v.*

To **demonstrate** something is to show how it is done.
→ *She **demonstrated** her plan to her co-workers.*

different [dífərənt] *adj.*

Different describes someone or something that is not the same as others.
→ *Each of my sisters has a **different** hair style from one another.*

evidence [évidəns] *n.*

Evidence is a fact or thing that you use to prove something.
→ *He used the pictures as **evidence** that UFOs are real.*

honesty [ánisti] *n.*

Honesty means the quality of being truthful or honest.

→ *A courtroom should be a place of **honesty**.*

idiom [ídiəm] *n.*

An **idiom** is a phrase with a meaning different from its words.

→ *The **idiom** "when pigs fly" means that something will never happen.*

independent [indipéndənt] *adj.*

If something is **independent**, it is not controlled by something else.

→ *She chose to live an **independent** life in the country.*

inside [insáid] *n.*

Inside means the inner part, space or side of something.

→ *The **inside** of the box was empty.*

master [mæstə:r] *n.*

A **master** is a person who is very good at something.

→ *My brother is a **master** of taekwondo.*

memory [méməri] *n.*

A **memory** is something you remember.

→ *The **memory** of my first time in the city will always be the best.*

proper [prápər] *adj.*

If something is **proper**, it is right.

→ *It is not **proper** to throw your garbage on the road.*

scan [skæn] *v.*

To **scan** something is to look at it very carefully.

→ *You must **scan** each person closely.*

section [sékʃən] *n.*

A **section** is a part of something larger.

→ *The green **section** of the graph is the most important part.*

surface [sə́:rfis] *n.*

The **surface** of something is the top part or outside of it.

→ *The **surface** of the moon is very rough.*

Exercise 1

Choose the right definition for the given word.

1. section
   a. higher
   b. the top layer
   c. a part
   d. to look at

2. inside
   a. in front
   b. the inner part
   c. proof
   d. someone very good at something

3. proper
   a. a strong feeling
   b. to treat the same
   c. correct
   d. in the middle

4. different
   a. not influenced
   b. not the same
   c. to show how to do
   d. a phrase with a different meaning

5. memory
   a. a bag in clothes
   b. a normal thing
   c. how much money
   d. something you remember

6. idiom
   a. higher
   b. a meaning different from its words
   c. facts that prove something
   d. to look carefully

7. amount
   a. how much there is
   b. a part of something larger
   c. to treat the same
   d. the right thing to do

8. honesty
   a. the top of something
   b. to learn about something
   c. in front of something
   d. the quality of being truthful

9. master
   a. a way of acting
   b. someone who is very good at something
   c. to show how to do something
   d. a feeling that something is correct or true

10. scan
    a. to give something to someone
    b. to look carefully at something
    c. something that happens a lot
    d. something you remember

Exercise 2

Check (√) the better response to each question.

1. Is his picture above mine?
   ___ a. Yes, it is much lower than yours.
   ___ b. Yes, it is much higher than yours.

2. Should we go straight ahead to get to your house?
   ___ a. No, we must turn left.
   ___ b. No, it is in front of us.

3. Is this the correct amount?
   ___ a. No, you must pay more money.
   ___ b. No, that is the wrong answer.

4. What is your belief about ghosts?
   ___ a. I think they are real.
   ___ b. There are many movies about ghosts.

5. Did he put the table in the center of the room?
   ___ a. Yes, it is against the wall.
   ___ b. Yes, it is right in the middle.

6. Is lightning common here?
   ___ a. No, it happens all the time.
   ___ b. No, it never happens here.

7. Can you demonstrate how to solve the problem?
   ___ a. Yes, I can show you.
   ___ b. No, I know how to do it.

8. Do you have evidence to prove it?
   ___ a. Yes, I have a news article.
   ___ b. Yes, I think that I'm a nice person.

9. How much did your shirt cost?
   ___ a. It was on sale for $15.
   ___ b. I bought it at the mall last week.

10. Will he be an independent leader?
    ___ a. Yes, he always does what other people do.
    ___ b. Yes, he makes his own decisions.

Cats and Secrets

In English, there is a **common idiom** "let the cat out of the bag." It means to tell a secret. But where did this idiom start?

It came from a **section** of England. Long ago, people there went from town to town to sell things like vegetables, clothes, and pigs. They had strong **beliefs** about **honesty**. They didn't like lying. One day, a man went to the section's **center** to sell things.

"I have a baby pig for sale! It won't **cost** much," he said. He held the animal **above** his head. His style was **different** from honest people's style. He was a **master** of tricking people and lying.

A woman named Beth **scanned** his pig. He offered her the pig for one gold coin. That was a very small **amount**. Beth gave him the coin. He put it in his pocket. He walked **ahead** of Beth to get the pig.

He gave her a closed bag and said, "Here's your pig." He then left very quickly.

Beth looked at the bag's **surface**. It was moving. She opened it to let the pig out. A cat was **inside**! "He tricked me! That isn't **proper**," she said.

Later, the man returned to trick more people. Beth saw him and the **memory** of the cat came back. She told her friends. They stopped him. But no one knew what to do next.

Someone said, "We need an **independent** and fair person to decide that." They went to the judge. Beth told him about the cat in the bag.

The judge asked, "Is there **evidence**? Can you **demonstrate** how he did it?"

"Look in his bag," said Beth. She opened it and let a cat out of the bag. They learned the man's secret, and he went to jail.

That's how the idiom "let the cat out of the bag" came to mean to tell a secret.

Reading Comprehension

Answer the questions.

1. What is the main idea of this story?
   a. It is about a common belief about cats.
   b. People should scan evidence carefully.
   c. Masters of lying will go to jail.
   d. It is about the origin of an idiom.

2. What did Beth say after she was tricked?
   a. That's not proper.
   b. That's a very small amount.
   c. Can you demonstrate how he did it?
   d. We need an independent and fair person to help.

3. Where did the man hold the pig?
   a. In a pocket
   b. On the surface of the bag
   c. Above his head
   d. In the section's center

4. Why did Beth look at the bag?
   a. The surface was moving.
   b. The man had a different style.
   c. The man was ahead of her.
   d. He offered the pig for so little money.

5. When did the memory of the cat come back to Beth?

   _____

   _____

Appendix

NUMBERS

Number	Cardinal	Ordinal
0	zero	
1	one	first [1st]
2	two	second [2nd]
3	three	third [3rd]
4	four	fourth [4th]
5	five	fifth [5th]
6	six	sixth [6th]
7	seven	seventh [7th]
8	eight	eight [8th]
9	nine	ninth [9th]
10	ten	tenth [10th]
11	eleven	eleventh
12	twelve	twelfth
13	thirteen	thirteenth
14	fourteen	fourteenth
15	fifteen	fifteenth
16	sixteen	sixteenth
17	seventeen	seventeenth
18	eighteen	eighteenth
19	nineteen	nineteenth
20	twenty	twentieth
30	thirty	thirtieth
40	forty	fortieth
50	fifty	fiftieth
60	sixty	sixtieth
70	seventy	seventieth
80	eighty	eightieth
90	ninety	ninetieth
100	one hundred	one hundredth
1,000	one thousand	one thousandth
1,000,000	one million	one millionth
1,000,000,000	one billion	one billionth

TIME & DATE

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Months of the year

January
February
March
April
May
June
July
August
September
October
November
December

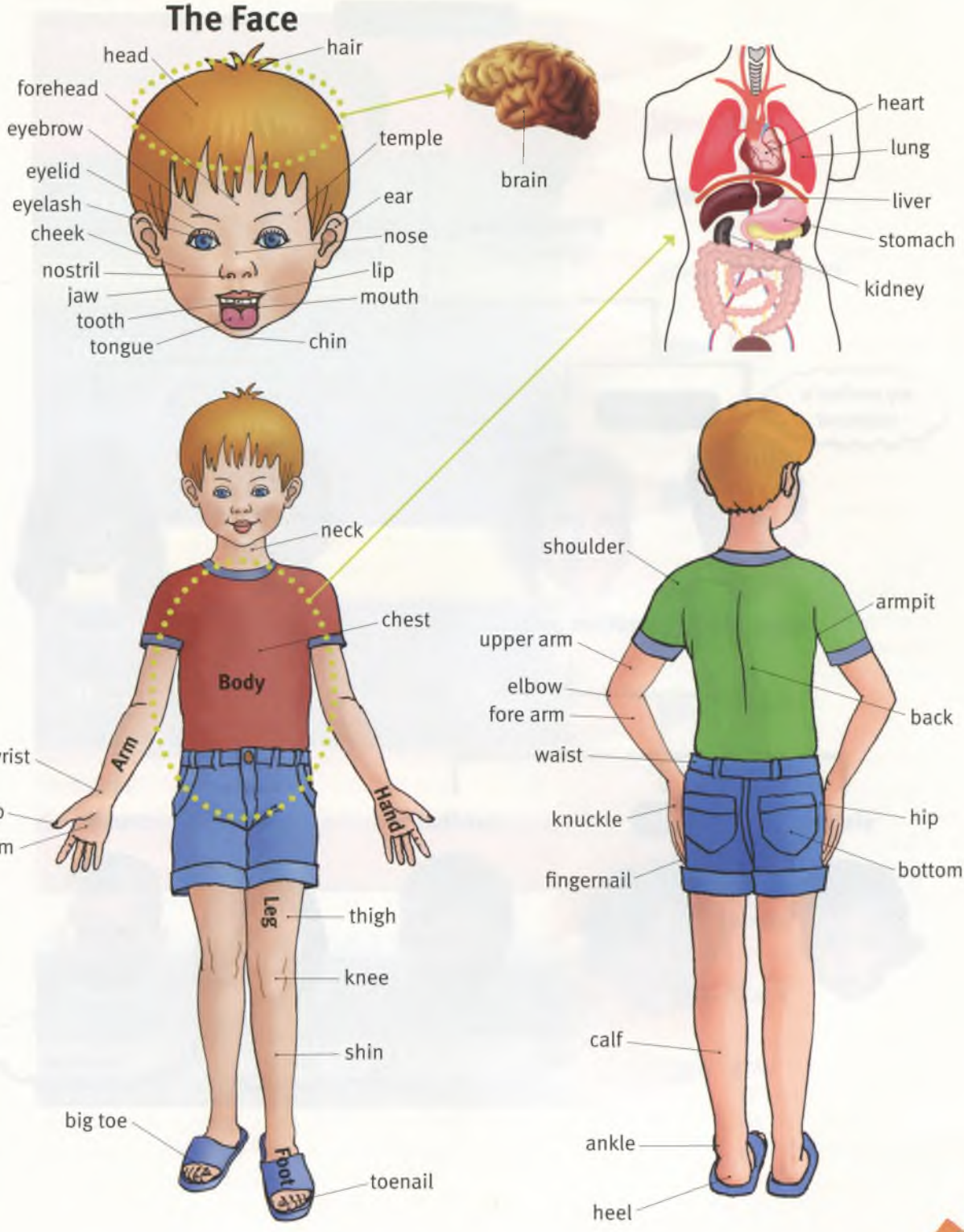
Seasons

Spring
Summer
Autumn
Winter

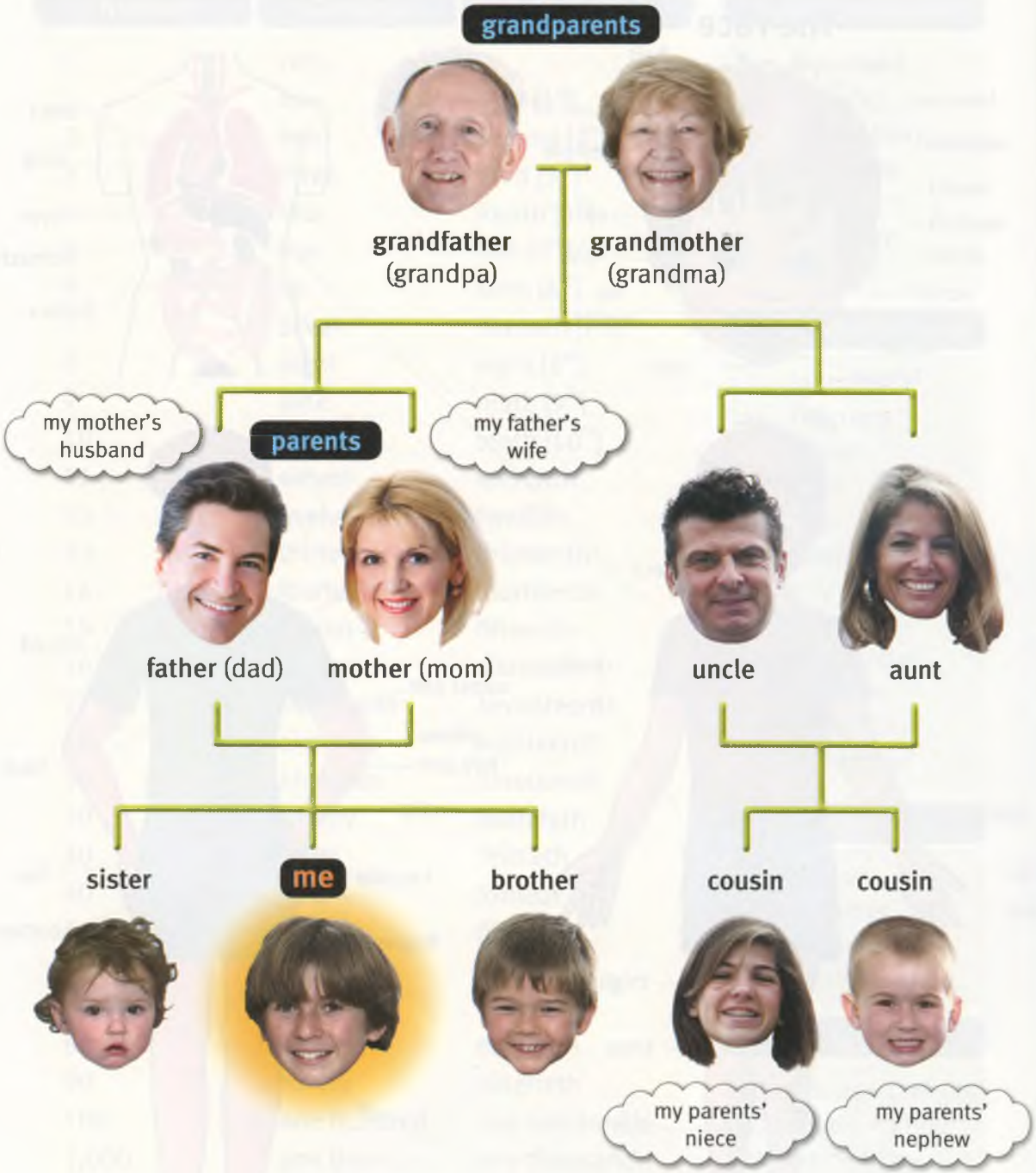
Time

60 seconds = 1 minute
60 minutes = 1 hour
24 hours = 1 day
7 days = 1 week
4 weeks = 1 month
12 months = 1 year

THE HUMAN BODY



THE FAMILY


grandparents
grandfather (grandpa)
grandmother (grandma)
my mother's husband
parents
my father's wife
father (dad)
mother (mom)
uncle
aunt
sister
me
brother
cousin
cousin
my parents' niece
my parents' nephew

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red
PINK
pink
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green
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lime green
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teal
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blue
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navy
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4000 Essential English Words

2

Paul Nation

4000 Essential English Words 2

Paul Nation

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Introduction

About the Vocabulary

The 600 words in each book of this series along with the additional target words presented in the appendices included in the first three books of the series are the most useful words in English. They were found by analysis of a collection of English course books from various levels in the primary, secondary and tertiary school systems. The words included in this series were chosen because they occurred many times in different levels of these materials. Because of the way that they were chosen, these words have the following characteristics:

1 They are useful in both spoken and written English. No matter what English course you are studying, the words in these books will be of value to you.

2 Each word in these books is a high-frequency word. This means that the effort in learning the words is well repaid by the number of times learners have a chance to encounter or use them.

3 These books as a whole cover a large proportion of the words in any spoken or written text. They cover at least 80% of the words in newspapers and academic texts, and at least 90% of the words in novels. They also cover at least 90% of the words in conversation.

About the Books

The activities in these books are specially designed to make use of important learning conditions. Firstly, the words are introduced using sentence definitions and an example sentence. The activities that follow in the units encourage learners to recall the meanings and forms of the words. Some activities also make the learners think about the meaning of the words in the context of a sentence—a sentence different from the sentences that occurred in the introduction of the words. Moreover, each unit ends with a story containing the target words. While reading the story, the learners have to recall the meanings of the words and suit them to the context of the story. Such activities help learners develop a better understanding of a common meaning for a given word which fits the different uses.

Illustrations for each target word are provided to help learners visualize the word as it is being used in the example sentence. These word/image associations aim to help students grasp the meaning of the word as well as recall the word later.

It should be noted that words have more than one grammatical category. However, this series focuses on the word's most common form. This is mentioned to remind learners that just because a word is labeled and utilized as a noun in this series does not mean that it can never be used in another form such as an adjective. This series has simply focused on the word in the form that it is most likely to be expressed.

Supporting Learning with Outside Activities

A well-balanced language course provides four major opportunities for learning: learning through input, learning through output, deliberate learning, and fluency development. The highly structured activities in these books support all four types of learning opportunities. In addition, learning can further be supported through the following activities:

1 Have students create vocabulary cards with one word from the unit on one side of the card and the translation of the word in the student's first language on the other side. Students should use the cards for study in free moments during the day. Over several weeks, students will find that quick repeated studying for brief periods of time is more effective than studying for hours at one sitting.

2 Assign graded readers at students' appropriate levels. Reading such books provides both enjoyment as well as meaning-focused input which will help the words stick in students' memory.

3 Practice reading fluency to promote faster recall of word meaning for both sight recognition and usage. Compass Publishing's *Reading for Speed and Fluency* is a good resource for reading fluency material.

4 Include listening, speaking, and writing activities in classes. Reinforcement of the high-frequency vocabulary presented in this series is important across all the four language skills.

Author **Paul Nation**

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UNIT 1

Word List

anxious [æŋkʃəs] *adj.*

When a person is **anxious,** they worry that something bad will happen.
→ *She was **anxious** about not making her appointment on time.*

awful [ɔ:fəl] *adj.*

When something is **awful,** it is very bad.
→ *Her performance last night was **awful**.*

consist [kənsíst] *v.*

To **consist** of is to be made of parts or things.
→ *Today's choices for lunch **consisted** of pizza, hamburgers, and hot dogs.*

desire [dizáiər] *v.*

To **desire** is to want something.
→ *My sister **desires** a big house and lots of money.*

eager [i:gər] *adj.*

When a person is **eager** about something, they are excited about it.
→ *The man was **eager** to talk about the good news.*

household [háushòuld] *n.*

A **household** is all the people who live in one house.
→ *Our **household** is made up of my father, my mother and me.*

intent [intént] *n.*

An **intent** is a plan to do something.
→ *Her **intent** is to visit Italy next summer.*

landscape [lændskèip] *n.*

A **landscape** is how an area of land looks.
→ *The **landscape** of the country is very green.*

lift [lift] *v.*

To **lift** something is to move it higher.
→ *The man tried to **lift** the box.*

load [loud] *v.*

To **load** is to put objects into something.
→ *The man **loaded** the boxes into a truck.*

lung [lʌŋ] *n.*

A **lung** is the organ in the body that fills with air when breathing.

→ *Having strong **lungs** is necessary for a healthy life.*

motion [móuʃən] *n.*

A **motion** is a movement that someone makes.

→ *The police officer made a **motion** with his hand.*

pace [peis] *n.*

The **pace** of something is the speed at which it happens.

→ *I ran the race at a slower **pace** than my friend.*

polite [pəláit] *adj.*

When someone is **polite**, they are acting in a thoughtful way.

→ *The boy was very **polite**: he behaved very thoughtfully.*

possess [pəzés] *v.*

To **possess** something is to have it or own it.

→ *My uncle **possesses** three sheep, a chicken, a cow and a dog.*

rapidly [rǽpidli] *adv.*

When something happens **rapidly**, it happens very fast.

→ *The train moved **rapidly** on the tracks.*

remark [rimɑ́:rk] *v.*

To **remark** is to say something.

→ *The teacher **remarked** on how quickly the students were learning.*

seek [si:k] *v.*

To **seek** is to look for something.

→ *If I have a problem, I **seek** my sister's advice.*

shine [ʃain] *v.*

To **shine** is to make a bright light.

→ *The candles are **shining** in the dark room.*

spill [spil] *v.*

To **spill** is to have something fall out of its container.

→ *I **spilled** the coffee on the table.*

Exercise 1

Part A Choose the right word for the given definition.

1. a movement
   a. pace b. intent c. lungs d. motion

2. to look for
   a. seek b. possess c. shine d. desire

3. to pick up
   a. eager b. lift c. remark d. spill

4. very fast
   a. landscape b. household c. rapidly d. awful

5. feeling worried
   a. consisting of b. load c. polite d. anxious

Part B Choose the right definition for the given word.

1. possess
   a. to look for b. to own
   c. to pick up d. to put in

2. desire
   a. to want b. to make up of
   c. to have d. to say

3. intent
   a. an area of land b. an organ
   c. a plan d. a feeling

4. shine
   a. to learn b. to make light
   c. to have something fall out d. to move fast

5. polite
   a. thoughtful b. worried
   c. fast d. excited

Exercise 2

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. It is hard to **seek** for things when it is sunny.
   ___ b. A **landscape** may have snow during the winter.

2. ___ a. Most children are **eager** to get gifts.
   ___ b. Good friends are **awful** to have around.

3. ___ a. The **lungs** help move blood through the body.
   ___ b. People may feel **anxious** when they give a speech.

4. ___ a. It isn't **polite** to take things without asking first.
   ___ b. You should help **spill** the dishes after dinner.

5. ___ a. If you work at a fast **pace,** things will get done quickly.
   ___ b. It is important to **lift** your notes before a test.

6. ___ a. People are **eager** to leave when they don't want to go anywhere.
   ___ b. You should get help when **lifting** heavy boxes.

7. ___ a. Some people live in the **landscape** while others live in the city.
   ___ b. Everyone has **awful** days where nothing goes right.

8. ___ a. It is good to **seek** advice when you have a problem.
   ___ b. Students feel **anxious** when they get good grades.

9. ___ a. When you breathe, air goes into your **lungs**.
   ___ b. Some students **pace** to school every day.

10. ___ a. **Polite** people do not say "please" or "thank you."
    ___ b. When you **spill** something, you should clean it up right away.

The Twelve Months

An **awful** woman lived with her daughter and stepdaughter in her **household**. She **possessed** feelings of hate for her stepdaughter, Anna. Anna worked while her stepsister did nothing. On a cold January night, Anna's stepmother **remarked**, "Your stepsister **desires** flowers. Go and find some."

Anna wasn't **anxious** to walk through the chilled **landscape**. The cold air made her **lungs** burn. She walked at a slow **pace** because of the snow. Soon she saw a group of people. It **consisted** of twelve men. Anna told them about the flowers.

One of the man said they were the twelve months and that they would help Anna. January walked to her and made a **motion** with his hand. The days of the month passed **rapidly** until it was February's turn. February also made the month speed up. Then March made the sun **shine** and flowers grew in the field.

Anna **loaded** her basket with so many flowers that she could hardly **lift** it. Then she gave a quick but **polite** "thank you" to the twelve men and returned home. She was very **eager** to show her stepmother all the flowers. Back at the house, she **spilled** the flowers onto the table. Then she told her stepmother about the twelve men. Anna's stepmother and stepsister went to **seek** the twelve months. Their **intent** was to ask for gifts. They looked and looked. They became very lost and never found their way home. Anna lived happily by herself.

Reading Comprehension

Answer the questions.

1. What is the story about?
   a. Why a year consists of twelve months
   b. How a girl made the sun shine in winter
   c. Why moving at a slow pace is good
   d. How the months helped a polite girl

2. Why did Anna need to seek flowers?
   a. Her stepmother remarked that she liked them.
   b. Her awful stepsister desired them for her birthday.
   c. She spilled the ones she already possessed.
   d. She was eager to please her stepmother.

3. In paragraph 4 we can infer that _____.
   a. the months rapidly helped Anna load her basket
   b. Anna asked the months to live in her household
   c. Anna's awful stepmother and stepsister never found the months
   d. Anna got lost going across the dark landscape on her way home

4. According to the passage, all the following are true EXCEPT _____.
   a. the cold air hurt Anna's lungs
   b. Anna's stepmother lifted the basket
   c. January made a motion to speed up time
   d. Anna wasn't anxious to go out in the cold, dark night

5. What was Anna's stepmother's and stepsister's intent when they left?

   _____

   _____

UNIT 2

Word List

bring [briŋ] *v.*

To **bring** means to take someone or something to a person or place.
→ *Oscar will **bring** in all the boxes.*

castle [kæsl] *n.*

A **castle** is a building with strong walls where royalty usually lives.
→ *The **castle** was built many years ago.*

command [kəmænd] *v.*

To **command** someone is to tell them to do something.
→ *The general **commanded** his army to attack.*

counsel [káunsəl] *v.*

To **counsel** someone is to listen and give advice about a problem.
→ *The teacher **counseled** the girl about her troubles.*

ensure [inʃúər] *v.*

To **ensure** is to make certain that something happens.
→ *Eating good food **ensures** that we stay healthy.*

explosion [iksplóuʒən] *n.*

An **explosion** is a violent burst, usually with a loud sound.
→ *A nuclear **explosion** can cause great damage.*

jewelry [dʒú:əlri] *n.*

Jewelry is something that people wear like earrings or necklaces.
→ *The woman looked beautiful with her nice dress and **jewelry**.*

land [lænd] *v.*

To **land** means to come to the ground usually from a ship or aircraft.
→ *The parachutist **landed** safely on the ground.*

meteor [mí:tiər] *n.*

A ***meteor*** is a rock from outer space that falls to Earth.
→ *We saw a **meteor** in the sky last night.*

monster [mánstər] *n.*

A **monster** is any imaginary frightening creature that looks strange.
→ *The **monster** scared everyone in the village.*

northern [nɔ́:rðə:rn] *adj.*

If something is **northern**, it is in the direction of north.
→ *It is much colder in **northern** countries than it is here.*

remote [rimóut] *adj.*

If something is **remote**, it is very far away and difficult to get to.
→ *It took many days to get to the **remote** island.*

southern [sʌ́ðə:rn] *adj.*

If something is **southern**, it is in the direction of south.
→ *Taegu is located in the **southern** part of the Korean peninsula.*

statue [stǽtʃu:] *n.*

A **statue** is an image of a person or animal made of stone or metal.
→ *I saw a beautiful **statue** of a lion today.*

steam [sti:m] *n.*

Steam is water that has become hot and has turned into a misty gas.
→ *We could see the **steam** rise from the boiling water.*

submit [səbmít] *v.*

To **submit** to someone is to agree to do what they tell you to do.
→ *She **submitted** to her mother's wishes and did her homework.*

temple [témpəl] *n.*

A **temple** is a building that is used for religious purposes.
→ *The people visited the **temple** to pray.*

upper [ʌ́pər] *adj.*

Upper means higher in position or place.
→ *A home's attic is at the **upper** part of the structure.*

weed [wi:d] *n.*

A **weed** is a plant, especially one that is not useful or wanted.
→ *The yard of the house was full of ugly **weeds**.*

wing [wiŋ] *n.*

A **wing** is the part of an animal that lets it fly.
→ *The bird used its **wings** to fly across the water.*

Exercise 1

Circle two words that are related in each group.

1.	a. counsel	b. explosion	c. meteor	d. bring
2.	a. northern	b. remote	c. meteor	d. southern
3.	a. land	b. steam	c. castle	d. temple
4.	a. northern	b. wing	c. upper	d. meteor
5.	a. statue	b. command	c. weed	d. submit

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The bird hurt its body part that helps it fly.
wi ___

2. There are many stone images in the museum.
sta ____

3. The fire made the water turn into hot misty air.
st ___

4. The teacher told me to listen to and follow his rules.
s _____ to

5. Go to the higher part of the building and clean the windows.
u ____

Exercise 3

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. Many **castles** are built with thick stone walls.
   ___ b. When you **command** somebody, you work for them.

2. ___ a. All children **bring** live animals to the zoo.
   ___ b. Some women wear **jewelry** on their ears and hands.

3. ___ a. You put on **jewelry** when you take a bath.
   ___ b. When I **counsel** you, I am trying to help you.

4. ___ a. It takes a long time to get to **remote** places.
   ___ b. **Weeds** make a house more beautiful.

5. ___ a. Good parents **ensure** that their children are safe.
   ___ b. The people were happy when the **monster** was elected president.

6. ___ a. The **explosion** made everyone sleepy.
   ___ b. I forgot to **bring** my camera when I went on vacation.

7. ___ a. If I **command** you to work, then I want you to work.
   ___ b. You can easily **ensure** that it rains.

8. ___ a. The scary **monster** caused much damage to the village.
   ___ b. Students visit **remote** places after school every day.

9. ___ a. Many people have a **castle** inside their house.
   ___ b. If you don't keep your yard clean, **weeds** will grow.

10. ___ a. Students must **counsel** their teachers.
    ___ b. The **explosion** in the sky was caused by the fireworks.

The Dragon

An evil dragon lived in a **castle** in the **remote southern** mountains.

One day the **monster landed** in a town. The dragon **commanded** the people, "Give me food now, or I will eat you!" The dragon lifted its **wings** so that its lungs could be completely filled with hot **steam**, and breathed it upon the people. A man turned into a stone **statue**!

The people **submitted** and brought food. The dragon ate all of it and left.

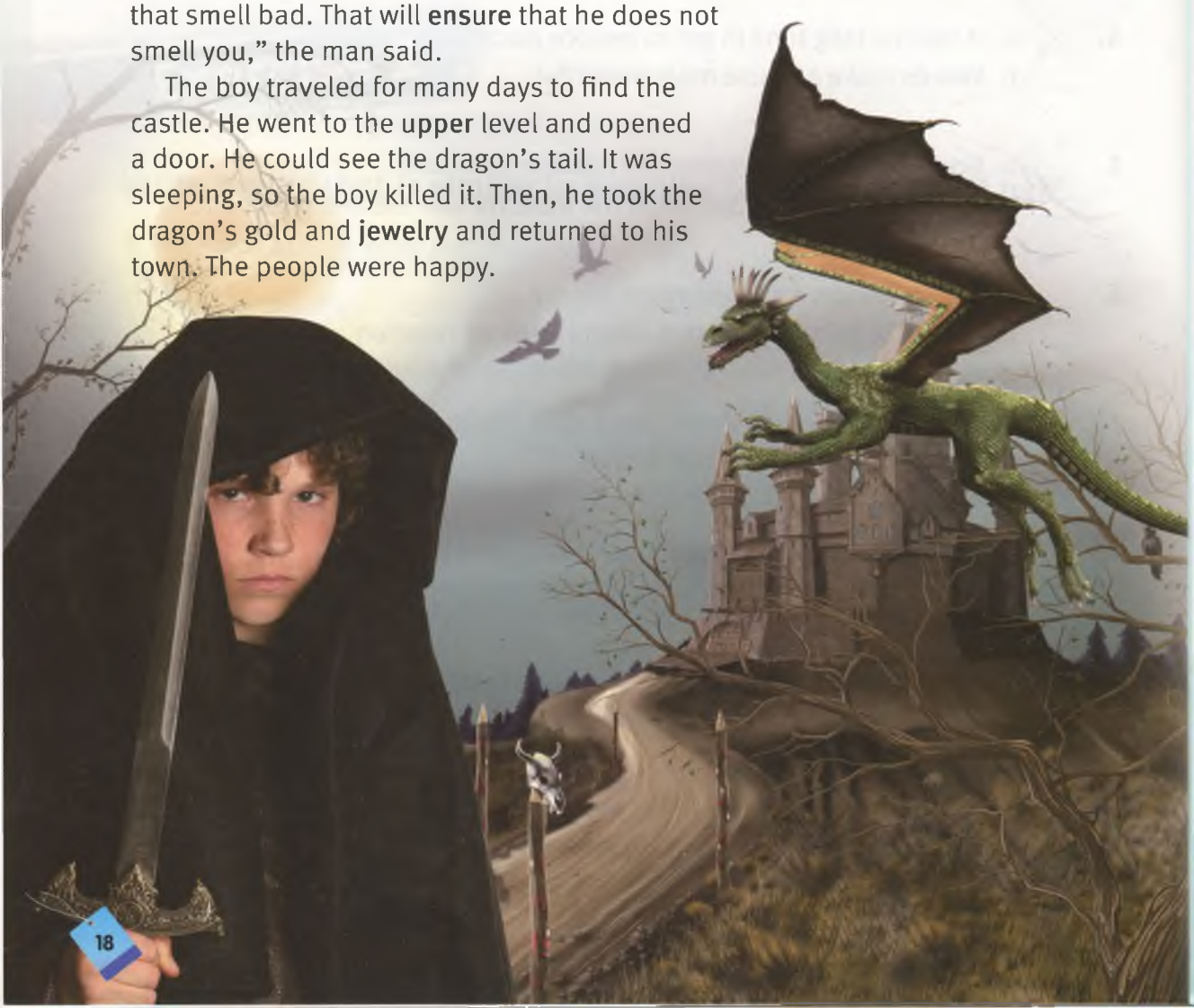
The people sent a boy to ask for help from a wise old man. He resided in a **temple**.

The boy told the old man about the dragon. Then, the old man **counseled** the boy. "A **meteor** will fall in the **northern** sky. It will make a huge **explosion**. Find the meteor and **bring** it to me. I will use it to make a sword for you."

The boy did as the old man said. Soon, the sword was ready.

"Use this to kill the dragon. But be careful. You must cover yourself with **weeds** that smell bad. That will **ensure** that he does not smell you," the man said.

The boy traveled for many days to find the castle. He went to the **upper** level and opened a door. He could see the dragon's tail. It was sleeping, so the boy killed it. Then, he took the dragon's gold and **jewelry** and returned to his town. The people were happy.



Reading Comprehension

Answer the questions.

1. What is this story about?
   a. How a dragon met a boy
   b. Why dragons live in castles
   c. Why a boy killed an evil dragon
   d. How a boy found a remote place

2. How did the dragon turn the people into statues?
   a. It breathed steam on them.
   b. It hit them with its wings.
   c. It covered them with weeds.
   d. It touched them with its tail.

3. What can be assumed about the old man?
   a. He enjoyed commanding the townspeople.
   b. He resided in the temple all his life.
   c. Other dragons submitted to him in the past.
   d. He counseled the townspeople when they had trouble.

4. According to the passage, all of the following are true EXCEPT _____.
   a. a meteor fell in the northern sky
   b. a boy killed the dragon with a golden sword
   c. a boy took the dragon's jewelry
   d. a dragon lived in the southern mountains

5. How did the boy ensure that the dragon would not smell him?

   _____

   _____

UNIT 3

Word List

arrow [ærou] *n.*

An **arrow** is a thin, straight stick shot from a bow.
→ *The **arrow** flew through the air and hit the target.*

battle [bætl] *n.*

A **battle** is a fight between two armies during a war.
→ *The **battle** lasted for many days.*

bow [bou] *n.*

A **bow** is a weapon made of curved wood and string that shoots arrows.
→ *He went hunting with a **bow** and arrow.*

brave [breiv] *adj.*

When people are **brave**, they are not afraid to face pain or danger.
→ *The **brave** firefighter saved the girl from the burning building.*

chief [tʃi:f] *n.*

A **chief** is the leader of a group of people.
→ *The **chief** led the people through the mountains.*

disadvantage [disədvæntidʒ] *n.*

A **disadvantage** is a situation where someone is likely to lose.
→ *Mike had a **disadvantage** in the race since he hurt his knee.*

enemy [énəmi] *n.*

An **enemy** is a country that is fighting another country during a war.
→ *The **enemy** prepared to attack the kingdom.*

entrance [éntrəns] *n.*

An **entrance** is a place where someone can enter an area.
→ *The gate was locked, so Bill had to find a different **entrance**.*

hardly [hɑ:rdli] *adv.*

If something **hardly** happens, it almost does not happen at all.
→ *I **hardly** saw the concert since I had to leave early.*

intend [intend] *v.*

To **intend** to do something means to plan to do it.
→ *I **intend** to finish college in three years.*

laughter [læftə:r] *n.*

Laughter is the sound produced by laughing about something funny.
→ *Susan's joke made her classmates burst into **laughter**.*

log [lɔ(:)g] *n.*

A **log** is a thick piece of wood that is cut from a tree.
→ *The fire was too small, so we added another **log** to it.*

military [militèri] *n.*

The **military** is the armed forces of a country.
→ *I joined the **military** after I finished high school.*

obey [oubéi] *v.*

To **obey** means to follow what a law or a person says you must do.
→ *My little sister did not **obey** my mother. Now she is in trouble.*

secure [sikjúə:r] *v.*

To **secure** something means to get it after a lot of effort.
→ *I was able to **secure** a good grade on my test after weeks of studying.*

steady [stédi] *adj.*

When someone or something is **steady**, they are under control.
→ *The problem was hard but she remained **steady** and solved it.*

trust [trʌst] *v.*

To **trust** is to believe that someone is honest and will do what is right.
→ *I **trust** my friends; they don't tell my secrets to other people.*

twist [twist] *v.*

To **twist** something is to wrap it around itself or another thing.
→ *She **twisted** the spaghetti around her fork.*

unless [ənlés] *conj.*

Unless means if not or except when.
→ ***Unless** you clean your room, you cannot play with your friends.*

weapon [wépən] *n.*

A **weapon** is an object that can be used to hurt people.
→ *Swords have been used as **weapons** for thousands of years.*

Exercise 1

Part A Choose the word that is a better fit for each sentence.

1. **bow / log**
   Please put another _____ on the fire; it's getting cold in here.
   The woman shot the arrows with a _____.

2. **enemy / military**
   If our country's army is weak, our _____ might attack us.
   Long ago, Greece had the most powerful _____ in the world.

3. **obey / trust**
   Because I respect my parents, I _____ their rules.
   We cannot _____ Bob because he often doesn't do what he says he'll do.

4. **intended / secured**
   I _____ a job with a big company yesterday.
   I _____ to go to the store, but I didn't have time.

5. **battle / disadvantage**
   The rain was a _____ for the other soccer team.
   During the _____ at sea, many ships sank.

Part B Choose the right word for the given definition.

1. a person of the highest rank
   a. brave b. obey c. chief d. trust

2. barely or almost unable to do
   a. hardly b. unless c. secure d. disadvantage

3. to wrap around itself or another thing
   a. steady b. arrow c. bow d. twist

4. to plan to do
   a. laughter b. intend c. battle d. military

5. space used to go into an area
   a. enemy b. entrance c. log d. weapon

Exercise 2

Write the word that is similar in meaning to the underlined part.

1. I could not find the <u>place to go in</u> to the movie theater.
   entr _____
2. At work, Mr. Smith is the <u>person with the highest rank</u>.
   ch ____
3. He lost the fight because <u>his object used for hurting people</u> was broken.
   wea ____
4. I <u>barely</u> know my neighbors. I don't see them very often.
   ha _____
5. His <u>giggle</u> made other people smile.
   laug _____
6. The <u>long, straight stick with a pointed end</u> hit the center of the target.
   a _____
7. The little boy was <u>not afraid</u> to look under his bed for the monster.
   b _____
8. Snakes <u>wrap</u> themselves around the tree branches.
   tw ____
9. Johan was afraid of heights, but he remained <u>under control</u> and finished the climb.
   st _____
10. <u>If we don't</u> stop for gas soon, the car will run out.
    Un _____

The Battle of Thermopylae

This is a true story. It happened long ago in Greece. . . .

"We must fight," the Spartan* **chief** told his small army of **brave** men. They were at a great **disadvantage**. There were only three hundred of them. The Persian **military** had hundreds of thousands of men.

They were going to lose **unless** they could **secure** a small **entrance**. The **enemy** couldn't move through it easily. They **intended** to stop the enemy here. The chief and his men got ready for the **battle**.

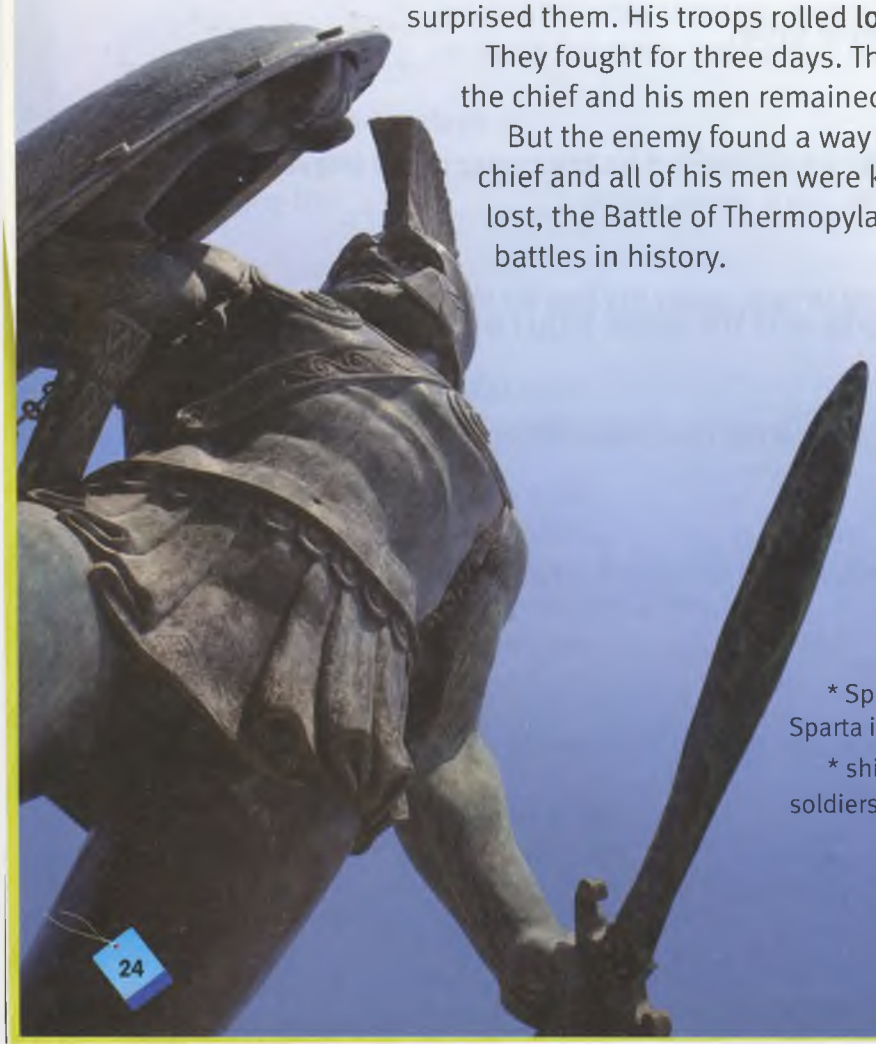
Soon, long lines of the enemy's army **twisted** around the hills. The chief met the enemy with **laughter**. He knew that his men's **weapons** and skills were better. The Spartans **trusted** their leader and **obeyed** him.

First, the enemy soldiers shot **arrows** from their **bows**. The chief told his men to lift their shields*. The arrows stuck into the shields but did not hurt any of the men.

Then the enemy's soldiers attacked the Spartans with long spears. The chief surprised them. His troops rolled **logs** down on the enemy.

They fought for three days. Though they **hardly** slept at all, the chief and his men remained **steady**.

But the enemy found a way to beat the Spartans. The chief and all of his men were killed. Even though they lost, the Battle of Thermopylae is one of the most famous battles in history.



* Spartan – a soldier from the city of Sparta in Greece

* shield – a piece of wood or metal that soldiers carried to protect themselves

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. How an enemy made an attack against shields
   b. Why logs were rolled down on soldiers
   c. How a small disadvantaged army nearly beat a large military
   d. Why good soldiers obey their leaders

2. Why was the smaller army not afraid of the larger one?
   a. The larger army didn't have any weapons.
   b. The smaller army had better weapons and skills.
   c. The larger army did not trust their leader.
   d. The smaller army did not intend to fight.

3. The brave men knew they would lose _____.
   a. because they heard the soldiers' laughter
   b. unless they secured the narrow entrance
   c. against the other army's bows and arrows
   d. hardly any men fighting the large army

4. According to the passage, all the following are true about the Persian army EXCEPT _____.
   a. their long lines of soldiers twisted around the hills
   b. they used bows and arrows
   c. they had a steady three-day attack against the Spartans
   d. they used fire to defeat the Spartans

5. Why did the soldiers do whatever their chief asked of them?

   _____

   _____

UNIT 4

Word List

chest [tʃest] *n.*

The **chest** is the front part of a person's body under the neck.

→ *The water in the lake was as high as my **chest**.*

confidence [kánfidəns] *n.*

If you have **confidence** about something, you are sure of it.

→ *I have **confidence** that I did well on the test.*

consequence [kánsikwèns] *n.*

A **consequence** is a result of a choice or action.

→ *As a **consequence** of missing my bus, I had to find another way to work.*

disaster [dizǽstər] *n.*

A **disaster** is a really bad thing that happens.

→ *When the car crashed, it was a **disaster**.*

disturb [distə́:rb] *v.*

To **disturb** someone means to upset them.

→ *The loud noise **disturbed** me while I was working.*

estimate [éstəmèit] *v.*

To **estimate** something means to make a guess about it.

→ *The boy **estimated** that he was one meter tall.*

honor [ánər] *v.*

When you **honor** people or things, you show respect for them.

→ *I **honor** my science teacher by working hard in class.*

impress [imprés] *v.*

To **impress** someone means to make that person proud.

→ *He was able to **impress** the girls with his new dance.*

marathon [mærəθàn] *n.*

A **marathon** is a very long foot race just over 42 kilometers.

→ *I ran a **marathon**, and now my legs are tired.*

narrow [nærou] *adj.*

When something is **narrow**, it is very thin.

→ *The bridge is too **narrow** for a car to drive over.*

pale [peil] *adj.*

When something is **pale**, it does not have a bright color.

→ *The girl's skin was very **pale**.*

rough [rʌf] *adj.*

When something is **rough**, it is not even or smooth.

→ *The **rough** ground hurt my feet.*

satisfy [sætisfài] *v.*

To **satisfy** someone means to make them happy.

→ *It will **satisfy** my teacher if I finish all my homework.*

scream [skri:m] *v.*

To **scream** means to make a loud noise with your mouth.

→ *The girl saw a spider and **screamed**.*

sensitive [sénsətiv] *adj.*

When someone or something is **sensitive**, they are easily hurt.

→ *My teeth are **sensitive** to cold things.*

shade [ʃeid] *n.*

The **shade** is a dark area that something makes when it blocks the sun.

→ *It was hot outside, so the boy sat in the **shade** of a tree.*

supplement [sʌ́pləmənt] *v.*

To **supplement** something is to add something else to it in a good way.

→ *He **supplements** his diet with fresh fruits.*

terror [térə:r] *n.*

When someone feels **terror**, they are scared.

→ *I felt a sense of **terror** when the tiger chased me.*

threat [θret] *n.*

A **threat** is something bad that might happen.

→ *Due to the dark clouds, there was a **threat** of a bad storm.*

victim [víktim] *n.*

A **victim** is a person that had something bad happen to them.

→ *I was a **victim** of a robbery.*

Exercise 1

Part A Choose the right word for the given definition.

1. to make a guess
   a. threat b. estimate c. supplement d. terror

2. not having much color
   a. shade b. rough c. pale d. narrow

3. to make happy
   a. satisfy b. disturb c. impress d. scream

4. a long race
   a. chest b. victim c. marathon d. consequence

5. a bad ending
   a. confidence b. sensitive c. honor d. disaster

Part B Choose the word that is a better fit for each sentence.

1. **terror / threat**
   There is always a _____ of falling when walking on an edge.
   I felt a sense of _____ when I woke up from the bad dream.

2. **consequence / confidence**
   The girl had _____ that she made the right decision.
   His bad grade was a _____ of not studying for the test.

3. **disaster / victim**
   The man was a _____ of car theft.
   When my house flooded, it was a _____.

4. **disturb / satisfy**
   You should not _____ someone when they want to be alone.
   The boy wanted to _____ his hunger, so he ate a quick snack.

5. **sensitive / rough**
   The bumpy frog's skin was very _____.
   The man wore a coat because he was _____ to cold air.

Exercise 2

Check (√) the sentence with bolded word that makes better sense.

1. ___ a. Eating rotten eggs **satisfies** me.
   ___ b. A **marathon** can last for hours.

2. ___ a. I have **confidence** that I can win the race.
   ___ b. It was a **disaster** when the students did well on the test.

3. ___ a. Some people **scream** when they watch a scary movie.
   ___ b. The **narrow** river was a mile wide.

4. ___ a. A heart is inside a person's **chest.**
   ___ b. My mother made a **threat** of giving me ice cream.

5. ___ a. The **consequence** of stealing is being punished.
   ___ b. If you win a prize, then you are a **victim**.

6. ___ a. The boy wore pants on his **chest**.
   ___ b. She **supplemented** her salary by working part-time on Saturdays.

7. ___ a. The bully made several **threats** to scare his classmates.
   ___ b. It's a **marathon** from my front door to my bedroom.

8. ___ a. When the girl did not know what to do, she had **confidence.**
   ___ b. The town was a **disaster** after the hurricane struck.

9. ___ a. You should always **scream** in the library.
   ___ b. The **victim** was badly hurt.

10. ___ a. It was hard to stay on the **narrow** path.
    ___ b. The boy created a **consequence** before the test started.

The Deer and His Image

A deer told himself every day, "I am the most handsome deer in the forest. My large **chest** is a symbol of my power. And my beautiful horns **impress** other animals."

But he did not like his legs and hooves*. "My legs are **narrow**, and my hooves are ugly. They do not **satisfy** me."

One day, the deer saw a big dog. The deer made some noise and **disturbed** the dog. The dog woke up and chased him. The deer felt **terror**. He **screamed**. He did not want to be a **victim**, so he ran into the forest. His strong legs helped him run fast. His **pale** brown hooves were hard, so they were not **sensitive** to **rough** rocks. However, his horns got caught in branches, slowing him down. His large chest could not fit between thick trees.

The deer **estimated** that he ran for an hour. He felt like he was running a **marathon**. In the end, the deer escaped the **threat** of the dog. He sat in the **shade** of a tree. "That was almost a **disaster**! I almost did not escape because of my chest and horns. My legs and hooves saved me." As a **consequence**, the deer learned to **honor** his fast legs and have **confidence** in his strong hooves. "Pretty things only **supplement** important things," he thought.

*hooves – the feet of animals like deer and horses

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why a chest is a symbol of power
   b. How a deer becomes a victim
   c. Why deer have confidence in their horns
   d. How a deer learned to honor useful things

2. Why did the deer scream?
   a. He felt great terror.
   b. He was sensitive.
   c. He ran a marathon.
   d. His legs were narrow.

3. What can we infer by the end of the story?
   a. The deer impressed the animals with his long run.
   b. The deer was a victim of disaster.
   c. The deer's legs and hooves satisfied him.
   d. The deer went back to disturb the dog again.

4. According to the passage, all the following are true EXCEPT _____.
   a. the deer's hooves were pale
   b. the deer sat in the shade of a tree
   c. the deer experienced a bad consequence
   d. the rough rocks decorated the forest

5. What happened to the deer's horns when he ran away?

   _____

   _____

UNIT 5

Word List

ancestor [ǽnsestər] *n.*

An **ancestor** is a family member from the past.
→ *My **ancestors** came from Germany.*

angle [ǽŋgl] *n.*

An **angle** is the direction from which you look at something.
→ *The giraffe turned its head to see from another **angle**.*

boot [bu:t] *n.*

A **boot** is a heavy shoe that goes over your ankle.
→ *He wore **boots** so that his feet wouldn't get wet.*

border [bɔ́:rdər] *n.*

A **border** is the edge of an area.
→ *The postcard had a pretty green **border** of pine needles.*

congratulate [kəngrǽtʃəlèit] *v.*

To **congratulate** someone is to tell them that you are happy for them.
→ *Bill and Angela **congratulated** each other on a job well done.*

frame [freim] *n.*

A **frame** is a border for a picture or mirror.
→ *I have to get a **frame** for my friend's picture.*

heaven [hévən] *n.*

Heaven is the place that some people believe people go when they die.
→ *When I die, I hope that I go to **heaven**.*

incredible [inkrédəbl] *adj.*

If someone or something is **incredible**, it is hard to believe they are true.
→ *I have an **incredible** story to tell you about my vacation.*

legend [lédʒənd] *n.*

A **legend** is a story from the past.
→ *There is a well-known **legend** about a king and his queen.*

praise [preiz] *v.*

To **praise** is to show that you like someone or something.
→ *The coach **praised** both athletes after a good practice.*

proceed [prəsi:d] *v.*

To **proceed** is to go in a certain direction.

→ *My son and I **proceeded** to the beach so we could go fishing.*

pure [pjuər] *adj.*

If something is **pure**, it is very clear and beautiful.

→ *The rose was **pure**. It had no dirt or imperfections.*

relative [rélətiv] *n.*

A **relative** is a family member.

→ *My **relatives** came by to see the new baby.*

senior [sí:njər] *adj.*

If one is **senior**, they are the oldest or have been there the longest.

→ *Because he got his job first, Bob is the **senior** chef.*

silent [sáilənt] *adj.*

If someone or something is **silent**, they make no sound.

→ *Since no one was home, the house was **silent**.*

sink [siŋk] *v.*

To **sink** into something is to slowly fall into it.

→ *The boat had a hole in it, and it **sank** into the ocean.*

superior [səpíəriər] *adj.*

If someone or something is **superior**, they are better than another.

→ *I think cooking outdoors is **superior** to cooking indoors.*

surround [səráund] *v.*

To **surround** something is to close in on it from all sides.

→ *We **surrounded** the suspect on all four sides.*

thick [θik] *adj.*

If something is **thick**, it is wide and solid.

→ *The fog was so **thick** that I couldn't see through it.*

wrap [ræp] *v.*

To **wrap** is to cover something on all sides.

→ *I **wrapped** his gift and put a bow on it.*

Exercise 1

Choose the right definition for the given word.

1. praise
   a. a picture border
   b. to cover
   c. to show you like something
   d. to go in a direction

2. thick
   a. wide and solid
   b. having no sound
   c. clean and untouched
   d. better or more important

3. incredible
   a. oldest
   b. hard to believe
   c. wide and solid
   d. clear and beautiful

4. border
   a. a heavy shoe
   b. a story from the past
   c. an edge
   d. a family member

5. heaven
   a. of great value
   b. a place people go when they die
   c. a family member
   d. an edge

6. surround
   a. to show you like something
   b. to close in from all sides
   c. to say you are happy for someone
   d. to cover

7. ancestor
   a. a family member from the past
   b. of great value
   c. a heavy shoe
   d. to slowly fall in

8. boot
   a. an edge
   b. a story from the past
   c. a family member
   d. a heavy shoe

9. proceed
   a. to cover
   b. to go in a direction
   c. to close in from all sides
   d. to show you like something

10. silent
    a. more important
    b. oldest
    c. having no sound
    d. hard to believe

Exercise 2

Circle two words that are related in each group.

1. a. wrap b. praise c. surround d. proceed
2. a. heaven b. frame c. border d. sink
3. a. praise b. surround c. proceed d. congratulate
4. a. silent b. incredible c. superior d. senior
5. a. relative b. sink c. ancestor d. legend

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. Josh couldn't see anything from that direction from which he was looking.
   ang ___
2. For school, I have to learn about a family member from the past.
   an ance _____
3. The TV was on, but it was not having any sound.
   sil ____
4. Have you heard the story from the past of Robin Hood?
   le _____
5. The lake was filled with clear and beautiful blue water.
   p ____

May 29, 1953

Today is the most important day of my life. I finally climbed Mt. Everest, the tallest mountain in the world.

The top of the mountain was amazing. It felt like we were close to **heaven**. The snow was so thick that my **boots sank**. The air was **silent**. I looked at the beauty that **surrounded** me. Maybe my story will be a **legend** someday.

I want people to remember this forever. I was the **senior** explorer in my group, and I knew we needed proof of our climb. I took many pictures with my camera. I'll put them in a **frame** and hang them.

On the mountain, the air was very cold. I **wrapped** my coat around my body. I looked over the side of the mountaintop. From that **angle**, I saw the **border** of the clouds touch the rocks below. The snow was **thick**. It looked **pure**. There was no sign of modern life. Thousands of years ago, my **ancestors** saw the world this way.

After fifteen minutes, I knew it was time to **proceed** down the mountain. The whole team **congratulated** us. My **superior**, John Hunt, **praised** us all. I sent messages to my **relatives** to tell them that I was safe. But it was hard to leave the mountain so quickly. I wanted to enjoy the **incredible** sight even longer.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Edmund Hillary's incredible experience
   b. The lives of Edmund Hillary's ancestors
   c. The legend of Mt. Everest
   d. How to use a camera when surrounded by snow

2. What did Hillary see from the angle over the side of the mountaintop?
   a. The sun in the east
   b. His boots on the rocks below
   c. His picture in a frame
   d. The border of the clouds touching the rocks

3. Hillary was happy to do all of the following EXCEPT _____.
   a. proceed down the mountain
   b. get praise from his superior
   c. hear his team congratulate him
   d. send messages to his relatives

4. According to the passage, the air at the top of the mountain was _____.
   a. silent
   b. thick
   c. pure
   d. senior

5. Why did Hillary wrap his coat tightly around himself?

   _____

   _____

UNIT 6

Word List

abroad [əbrɔ́:d] *adv.*

If someone goes or travels **abroad**, they go to another country.
→ *My brother wants to go **abroad** next year.*

anger [ǽŋgər] *v.*

To **anger** someone is to make them mad.
→ *It **angers** me when people are rude.*

bride [braid] *n.*

A **bride** is a woman who is getting married or has just gotten married.
→ *The **bride** looked beautiful in her wedding dress.*

brief [bri:f] *adj.*

If something is **brief**, it only lasts for a short time.
→ *The meeting this afternoon was very **brief**.*

chase [tʃeis] *v.*

To **chase** someone or something is to follow them in order to catch them.
→ *I was **chased** by an angry native.*

disappoint [disəpɔ́int] *v.*

To **disappoint** is to make one feel sad or unsatisfied.
→ *I do not want to **disappoint** my family, so I try to do well at school.*

dive [daiv] *v.*

To **dive** is to jump into water.
→ *I will **dive** into the lake once we get there.*

exchange [ikstʃéindʒ] *v.*

To **exchange** means to give something for another thing in return.
→ *I **exchanged** my foreign money for American dollars.*

favor [féivər] *n.*

A **favor** is something you do for someone to help them.
→ *Can you do me a **favor** and turn off the lights?*

fee [fi:] *n.*

A **fee** is an amount of money that a person or company asks for a service.
→ *I had to pay an hourly **fee** to speak with my lawyer.*

forever [fərévəːr] *adv.*

If something lasts **forever**, it means it lasts for all time.

→ *The young couple promised that they would love each other **forever**.*

guy [gai] *n.*

A **guy** is an informal way to call a man.

→ *The **guy** at the flower shop was really helpful today.*

lovely [lʌ́vli] *adj.*

If people or things are **lovely**, they are good-looking or beautiful.

→ *The trees look **lovely** in the fall.*

mood [muːd] *n.*

A **mood** is the way someone is feeling.

→ *I am in a good **mood** because I did well on my math test.*

palace [pǽlis] *n.*

A **palace** is a very large building. It is often the home of a royal family.

→ *The king and queen live in a beautiful **palace**.*

permit [pəːrmít] *v.*

To **permit** something is to let someone do it.

→ *I was sick, so my mother **permitted** me to stay home from school.*

protest [prətést] *v.*

To **protest** something is to argue about it with someone.

→ *The people **protested** the decision of the president.*

sculpture [skʌ́lptʃəːr] *n.*

A **sculpture** is a piece of art that is made from wood, clay, or stone.

→ *We saw an old **sculpture** of Buddha at the museum.*

tribe [traib] *n.*

A **tribe** is a group of people who live in the same culture.

→ *There's a small **tribe** of people who live in the mountains of Spain.*

youth [juːθ] *n.*

Youth is a time in people's lives when they are young.

→ *My mother wanted to be a nurse in her **youth**.*

Exercise 1

Choose the right word for the given definition.

1. to make mad
   a. dive b. anger c. mood d. fee
2. to get something and give something
   a. lovely b. palace c. exchange d. abroad
3. very short
   a. brief b. forever c. tribe d. permit
4. a woman who is getting married
   a. guy b. disappoint c. bride d. sculpture
5. a time of being young
   a. chase b. favor c. protest d. youth

Exercise 2

Check (√) the one that suits the blank naturally.

1. When my sister lost my best sweater, _____.
   ___ a. it angered me
   ___ b. I was in a good mood
2. I don't have much time, so _____.
   ___ a. keep your story brief
   ___ b. you can talk forever
3. I am learning how to play the guitar, so _____.
   ___ a. let's get some coffee
   ___ b. I'll be able to play you a song soon
4. She needed help, so _____.
   ___ a. she asked me for a favor
   ___ b. she chased my dog
5. I wanted to go to the movies, but _____.
   ___ a. Jack protested that he wanted to go to the mall
   ___ b. she exchanged phone numbers with me

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. Mary's mother lets her stay up late.
   per _____
2. My friend asked me for some help.
   a fa _____
3. The police try to catch the man who took the money.
   ch _____
4. We saw a royal home while we were in France.
   pal _____
5. I will argue his choice for principal.
   pro _____
6. My friend was made unhappy by her bad grades.
   dis _____
7. That man walks his dog past our house every night.
   g _____
8. I don't want to live for all time.
   fo _____
9. What was the cost you had to pay to see the concert?
   f _____
10. My dream is to go to a different country for a year.
    a _____

The Frog Prince

A **lovely** princess sat by the pool and played with a **sculpture** of a bear. Suddenly, she dropped it, and it rolled away. She **chased** it, but it fell into the water. She began to cry. A large, ugly frog asked, "Why are you crying?" After the princess told him, the frog said, "I can get the sculpture. What will you give me in **exchange** for the **favor**?"

"I can pay you a **fee** in gold," she said.

But the frog **protested**. "I want to sleep in your bed, and you must kiss me in the morning."

"He'd die without water. So, I don't have to keep my promise," she thought.

The frog **dove** for a **brief** moment and got the sculpture. Then the princess ran away with it. Later, the frog went to the **palace**. The king told her to keep her promise. This put the princess in a bad **mood**. She **permitted** the frog to sleep on her pillow. In the morning, she gave him a kiss.

Suddenly, he turned into a **guy**. He said, "I'm from a kingdom **abroad**. In my **youth**, I **angered** a **tribe** of cruel witches, who turned me into a frog."

The princess asked him, "Can I be your **bride** and stay with you **forever**?" But the prince said, "No. You **disappointed** me. You didn't keep your promise."

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A guy who angers a cruel witch
   b. How people are not always what they seem to be
   c. Why princes should go abroad to find a bride
   d. How to keep promises made in exchange for favors

2. The frog asked the lovely princess to _____.
   a. be in a better mood
   b. kiss him in the morning
   c. dive into the pool to get the ball
   d. permit him to live in the palace

3. What can be assumed from the passage?
   a. The princess was humiliated when the prince didn't take her back to his kingdom.
   b. The prince and princess were only happy for a brief time.
   c. The frog protested he didn't need gold because he was rich.
   d. The prince was turned into a frog during his youth.

4. According to the passage, all of the following are true EXCEPT _____.
   a. the king made the princess keep her promise
   b. the princess asked the prince if she could be his bride and stay with him forever
   c. the princess chased her sculpture until it fell into the pool
   d. the frog disappointed the princess by turning into a prince

5. Why did the princess think she would not have to keep her promise?

   _____

   _____

UNIT 7

Word List

basis [bèisis] *n.*

To do something on time's **basis** is how often you do it.
→ *My grandfather gets his hearing checked on a yearly **basis**.*

biology [baiálədʒi] *n.*

Biology is the study of living things.
→ *We learned about the human heart in **biology** class.*

cage [keidʒ] *n.*

A **cage** is something that holds an animal so it cannot leave.
→ *We put the parrots in their **cage** at night.*

colleague [káli:g] *n.*

A **colleague** is somebody you work with.
→ *My **colleague** helped me finish the job.*

colony [kάləni] *n.*

A **colony** is a country controlled by another country.
→ *The USA was at one time a **colony** of Great Britain.*

debate [dibéit] *v.*

To **debate** is to seriously discuss something with someone.
→ *The husband and wife **debated** over which TV to buy.*

depart [dipά:rt] *v.*

To **depart** is to leave some place so you can go to another place.
→ *The plane **departed** for Italy at 3:00 this afternoon.*

depress [diprés] *v.*

To **depress** someone is to make them sad.
→ *The bad news from work* **depressed** *the man.*

factual [fæktʃuəl] *adj.*

When something is **factual,** it is true.
→ *John learns about history from **factual** books.*

fascinate [fæsənèit] *v.*

To **fascinate** someone is to make them really like something.
→ *The kitten was **fascinated** by the ball of yarn.*

mission [míʃən] *n.*

A **mission** is an important job that is sometimes far away.
→ *The woman's **mission** was to help sick people.*

nevertheless [nèvə:rðəlés] *adv.*

You use **nevertheless** to show that something goes against a fact.
→ *He is usually friendly. **Nevertheless**, he wasn't this afternoon.*

occupation [ɑ̀kjəpéiʃən] *n.*

An **occupation** is a person's job.
→ *My father's **occupation** is a dentist.*

overseas [òuvərsí:z] *adv.*

If you go **overseas**, you go to a country on the other side of an ocean.
→ *John often goes **overseas** for vacations.*

persuade [pə:rswéid] *v.*

To ***persuade*** someone is to make them agree to do something.
→ *The children **persuaded** their parents to buy them gifts.*

route [ru:t] *n.*

A **route** is the way you go from one place to another.
→ *I saw many new houses along the **route** to the city.*

ruins [rú:inz] *n.*

Ruins are old buildings that are not used anymore.
→ *I visited some interesting **ruins** in Greece.*

scholar [skɑ́lə:r] *n.*

A **scholar** is a person who studies something and knows much about it.
→ *The **scholar** knew much about art history.*

significant [signífikənt] *adj.*

When someone or something is **significant**, they are important.
→ *I read many **significant** novels as a literature major in university.*

volcano [vɑlkéinou] *n.*

A **volcano** is a mountain with a hole on top where hot liquid comes out.
→ *When the **volcano** erupted, smoke and heat filled the air.*

Exercise 1

Circle two words that are related in each group.

1.	a. volcano	b. scholar	c. colleague	d. cage
2.	a. persuade	b. basis	c. mission	d. debate
3.	a. depress	b. colony	c. occupation	d. overseas
4.	a. route	b. depart	c. cheer	d. fascinate
5.	a. ruins	b. factual	c. significant	d. nevertheless

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. He had a very important job that he loved.
m _ _ _ _ _ _ _

2. Linda was happy that she had good people at work.
col _ _ _ _ _ _ _ _

3. Bernie had never taken that way home before.
r _ _ _ _ _

4. This is a true movie about her life.
fac _ _ _ _

5. Our country used to have one other country under our control.
col _ _ _

Exercise 3

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. **Scholars** can teach you many things that you didn't know.
   ___ b. Some people like to live in cities, while others like to live in **ruins**.

2. ___ a. Most people fly on a plane when they go **overseas**.
   ___ b. You should watch **factual** movies if you want to laugh.

3. ___ a. Many people feel happy when they **depart** on a trip.
   ___ b. Doctors never **persuade** people to take medicine.

4. ___ a. If you travel **overseas**, you are still in the same country.
   ___ b. Seeing new things **fascinates** most people.

5. ___ a. Some people like to visit **ruins** to learn about the past.
   ___ b. Getting something they want often **depresses** people.

6. ___ a. Some students like **biology** because they learn about rocks.
   ___ b. When people **debate** about something, they have different ideas.

7. ___ a. You should see a **scholar** if you don't want to do your homework.
   ___ b. People who talk about sad things can **depress** you.

8. ___ a. Some students **debate** to get their work done faster.
   ___ b. I tried to **persuade** my friends to meet me for lunch today.

9. ___ a. If you study **biology**, you will learn about different animals.
   ___ b. People fall asleep when a movie **fascinates** them.

10. ___ a. If you **depart** late, you can get to school early.
    ___ b. People who like to know the truth like **factual** stories.

A Beautiful Bird

Dr. Norton's **occupation** was a **scholar** of **biology**. He learned about all animals on a daily **basis**. One day he met a sailor from a **colony overseas**. The man told Dr. Norton about a talking bird! The bird **fascinated** Dr. Norton, so he told his **colleagues** about it. They **debated** with him: no one thought a bird could talk. He tried to **persuade** them, but they laughed at him. **Nevertheless,** Dr. Norton believed the bird was real. His new **mission** was to find it. He wanted **factual** proof.

The next day he **departed** for the colony. The sailor he had met told him to look for a man named Jai, who would be able to help him in his search. After a month of sailing, Dr. Norton finally reached the colony where he met Jai.

"I can take you to where it lives. It lives by the **volcano**," Jai said.

They left the next day. A week later, they arrived at the volcano. Every day they walked around and looked for the bird, but they couldn't find it. After one month, Dr. Norton could not find the bird, and this **depressed** him. He decided to go home. On the **route** back, he walked past some old **ruins**. He heard someone say, "Hello."

"Who are you?" he asked. Dr. Norton looked up and saw a bird!

Dr. Norton put the talking bird into a **cage**. Then he returned home. He had made a **significant** discovery.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A route to a new place
   b. A scholar who finds a talking bird
   c. How to learn about biology
   d. Why people debate each other

2. Why did Dr. Norton go overseas?
   a. He wanted to depart from his colleagues and start a new life.
   b. He was on a mission to find the talking bird.
   c. He wanted to see the volcano.
   d. He wanted to discover some old ruins.

3. At the end of the story, we can infer that _____.
   a. Jai didn't like Dr. Norton but nevertheless cheered his discovery
   b. finding the volcano was also a significant discovery
   c. the bird would be the factual proof that would persuade his colleagues
   d. the bird had fascinated people in the colony for a long time

4. According to the passage, all the following are true EXCEPT _____.
   a. Jai fed bread to the talking bird
   b. Dr. Norton put the bird into a cage
   c. Dr. Norton took a ship to the colony
   d. the talking bird was in the ruins

5. What depressed Dr. Norton?

   _____

   _____

UNIT 8

Word List

broad [brɔːd] *adj.*

If something is **broad**, it is wide.

→ *The river is very long and **broad**.*

bush [buʃ] *n.*

A **bush** is a plant with many thin branches. It is smaller than a tree.

→ *My dad and I planted some small **bushes** around the house.*

capable [kéipəbəl] *adj.*

If someone or something is **capable** of something, they can do it.

→ *The Olympic athlete is **capable** of lifting a lot of weight.*

cheat [tʃiːt] *v.*

To **cheat** is to be dishonest so that you can win or do well.

→ *They **cheated** on the test by sharing answers.*

concentrate [kánsəntrèit] *v.*

To **concentrate** on someone or something is to give your full attention.

→ *I could not **concentrate** on my homework because the room was so loud.*

conclude [kənklúːd] *v.*

To **conclude** is to arrive at a logical end by looking at evidence.

→ *I saw crumbs on my dog's face, so I **concluded** that he ate my cookie.*

confident [kánfidənt] *adj.*

Confident means that one believes they can do something without failing.

→ *She was **confident** she could climb the mountain due to her training.*

considerable [kənsídərəbəl] *adj.*

If something is **considerable**, it is large in size, amount or extent.

→ *They paid a **considerable** amount of money for that car.*

convey [kənvéi] *v.*

To **convey** is to communicate or make ideas known.

→ *That picture of a crying child **conveys** a feeling of sadness.*

definite [défənit] *adj.*

If something is **definite**, it is certain or sure to be true.

→ *There is a **definite** connection between hard work and success.*

delight [dilάit] *n.*

Delight is a feeling of being very happy with something.
→ *He felt such **delight** after getting a promotion at work.*

destination [dèstənéiʃən] *n.*

A **destination** is the place where someone or something is going to.
→ *The **destination** of this plane is Munich, Germany.*

dictate [díkteit] *v.*

To **dictate** something is to read it aloud so it can be written down.
→ *He **dictated** his speech so his secretary could write it down.*

edge [edʒ] *n.*

The **edge** of something is the part of it that is farthest from the center.
→ *He ran to the **edge** of the cliff.*

path [pæθ] *n.*

A **path** is a way from one place to another that people can walk along.
→ *We followed a **path** through the woods.*

resort [rizɔ́:rt] *v.*

To **resort** to something is to depend on it in order to solve a problem.
→ *I hope they don't **resort** to violence to end the argument.*

shadow [ʃædou] *n.*

A **shadow** is the dark area that is made when something blocks light.
→ *The man's **shadow** was taller than he was.*

succeed [səksi:d] *v.*

To **succeed** is to complete something that you planned or tried to do.
→ *He will continue to work on the robot until he **succeeds**.*

suspect [səspékt] *v.*

To **suspect** something is to believe that it is true.
→ *I **suspect** that those kids stole the money.*

valley [væli] *n.*

A **valley** is a low area of land between two mountains or hills.
→ *We looked at the **valley** below from the top of the mountain.*

Exercise 1

Fill in the blanks with the correct words from the word bank.

WORD BANK

resort	capable	bush	edge
destination	convey	broad	path
valley	concentrate		

1. This river will take us through the _____.
2. The doctor must _____ during surgery to keep the patient alive.
3. The sign was so _____ we couldn't see around it.
4. People can _____ their happiness by smiling.
5. What is the _____ of this train?
6. We walked to the _____ of the cliff and looked down.
7. The hikers walked along the _____ in the forest.
8. I planted a _____ in my yard last weekend.
9. She is _____ of running faster than any boy in her class.
10. If the boys can't agree, they will _____ to fighting.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. He wants to win so much that he will not obey the rules to do it.
   ch ____
2. I'm going to stand in the dark area of the tree because the sun is too hot here.
   sha ____
3. The police believe it's true that the clerk stole the money.
   sus _____
4. If we do what we are trying to do, we will become very rich!
   suc _____
5. Please read aloud the questions so the students can write them down.
   di _____
6. I am sure I can do something because I have practiced for years.
   conf _____
7. After seeing the evidence, you must decide if the man is innocent.
   con _____
8. It was a good feeling knowing that I had saved enough money to go on a trip.
   de _____
9. This horse is a certain winner.
   de _____
10. The large size of the box made it difficult to move.
    con _____

Tricky Turtle

Ricky the rabbit and Tera the turtle met by the **edge** of the river. "No one is **capable** of beating me in a race!" Ricky said. He was **confident**—his smile **conveyed** that.

"I can beat you," Tera said.

Ricky laughed with **delight**.

Tera said, "We will race tomorrow. The **destination** is the hill."

Ricky agreed. Tera **concentrated** on winning the race. She was not faster than Ricky. She needed a **definite** way to **succeed**. She told her family about the race, "I have **concluded** that I have to **resort** to something bad. I will **cheat**." She **dictated** her instructions to them.

At the race, they all wore white feathers. They looked exactly the same! Then, her family members hid in **shadows** on the **path**.

The race began. Tera was soon far behind. However, Tera's brother hid behind a **bush** in the **valley** below. When Ricky got close, Tera's brother began to run. He looked just like Tera! Ricky ran as fast as he could along the path. But, to him, it seemed like Tera was always ahead. Ricky had used a **considerable** amount of energy.

He reached the top, but Tera's sister was already there. "Well, you win," Ricky said.

Later, Tera had a **broad** smile on her face. Ricky never **suspected**. He had been tricked by a family of slow turtles.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A confident rabbit
   b. A rabbit that cheats in a race
   c. A turtle that rests in shadows
   d. A turtle with a crazy idea and a broad family

2. Where was the final destination of the race?
   a. The edge of the river
   b. Behind the first bush
   c. The middle of the valley
   d. The top of the hill

3. Why was Tera the Turtle angry?
   a. Because Ricky the rabbit said no one was capable of beating him
   b. Because she thought that the path of the race was too difficult
   c. Because she knew Rabbit would resort to cheating
   d. Because her family wouldn't gather when she asked them to

4. What did Tera say to her family?
   a. She concluded that she must concentrate on the race.
   b. She conveyed that Rabbit would cheat.
   c. She told them about her definite plan to succeed.
   d. She said the race would take a considerable amount of energy.

5. What had Rabbit never suspected?

_____

_____

UNIT 9

Word List

admire [ədmáiər] *v.*

To **admire** someone is to like them for what they do.
→ *I **admire** my brother for his hard work.*

aid [eid] *v.*

To **aid** someone is to help them when they need something.
→ *The doctor **aided** the boy after his accident.*

attempt [ətémpt] *v.*

To **attempt** something is to try to do that thing.
→ *I am **attempting** to learn English.*

authority [əəɔ́:rəti] *n.*

Authority is the power that someone has because of their position.
→ *The policeman has **authority** on the streets.*

capital [kǽpitl] *n.*

A **capital** is an important city where a country's leaders live and work.
→ *We will visit the **capital** to learn about our government.*

cooperate [kouɑ́pərèit] *v.*

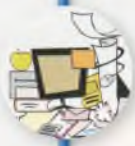
To **cooperate** is to work together to do something.
→ *The students **cooperated** to clean up the classroom.*

defend [difénd] *v.*

To **defend** someone or something is to protect them from attack.
→ *The soldiers **defended** the town from the invaders.*

destruction [distrʌ́kʃən] *n.*

Destruction is damage to something so bad that it can't be fixed.
→ *After the big fire, there was much **destruction** in the city.*



disorder [disɔ́:rdər] *n.*

Disorder is a lack of order, or a complete mess.
→ *The teacher's desk had many papers in **disorder**.*

division [diviʒən] *n.*

A **division** is the act of making smaller groups out of a larger one.
→ *The chart had six **divisions** which all had different colors.*

enable [inéibəl] *v.*

To **enable** a person is to make it possible for them to do something.
→ *Having the key **enabled** us to open the door.*

frustrate [frʌ́streit] *v.*

To **frustrate** is to prevent someone from fulfilling their desire.
→ *The machine **frustrated** me because I could not fix it.*

govern [gʌ́vərn] *v.*

To **govern** is to control the public business of a country, state, or city.
→ *The United States is **governed** from the White House.*

plenty [plénti] *n.*

To have **plenty** of something is to have more than you need.
→ *The school had **plenty** of books for the students to read.*

relieve [rilí:v] *v.*

To **relieve** someone is to make them feel less pain.
→ *The medicine **relieved** the sick boy.*

reputation [rèpjətéiʃən] *n.*

Reputation is the opinion that people have about someone.
→ *The doctor had a **reputation** for helping people.*

royal [rɔ́iəl] *adj.*

Royal describes something that belongs to a king or queen.
→ *The king sat upon the **royal** throne.*

slave [sleiv] *n.*

A **slave** is a person who is not free and must work for someone else.
→ *The **slave** worked very hard all day long.*

struggle [strʌ́gəl] *v.*

To **struggle** is to fight against someone or something.
→ *The kids **struggled** with each other for the toy.*

stupid [stjú:pid] *adj.*

When someone is **stupid**, they lack intelligence.
→ *He said something **stupid** that made everyone angry at him.*

Exercise 1

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. Parents have **authority** over their children.
   ___ b. Poor people **aid** rich people by giving them money.

2. ___ a. When you have **authority**, you cannot do anything.
   ___ b. When people **cooperate**, they can get more done.

3. ___ a. You should **admire** people who tell lies.
   ___ b. Learning a new language can **frustrate** some people.

4. ___ a. If you **aid** someone, he or she will usually thank you.
   ___ b. If you **cooperate** with your friends, you will feel lonely.

5. ___ a. You should **frustrate** your friends when they help you.
   ___ b. Most students **admire** teachers who work hard.

Exercise 2

Circle the two words that are opposites in each group.

1.	a. destruction	b. aid	c. admire	d. govern
2.	a. frustrate	b. admire	c. plenty	d. relieve
3.	a. disorder	b. enable	c. cooperate	d. attempt
4.	a. enable	b. royal	c. slave	d. reputation
5.	a. reputation	b. struggle	c. stupid	d. cooperate

Exercise 3

Check (√) the one that suits the blank naturally.

1. If you help other people, _____.
   ___ a. they will admire you ___ b. they will struggle with you

2. After the fight, _____.
   ___ a. the room was in disorder ___ b. the room got a reputation

3. The people wanted change, _____.
   ___ a. so they defended themselves
   ___ b. so they elected a new person to govern the country

4. Because I could not solve the problem, _____.
   ___ a. I became frustrated
   ___ b. there was a division between the animals

5. She found a mistake on her homework, so _____.
   ___ a. she aided it to be fixed ___ b. she attempted to correct it

6. After returning from the library, _____.
   ___ a. we could cooperate with our books
   ___ b. we had plenty of books to read

7. After her friends laughed at her, _____.
   ___ a. she thought that the royal palace looked beautiful
   ___ b. she knew that her last remark was stupid

8. You cannot tell me what to do. _____.
   ___ a. I live in the capital city ___ b. You don't have any authority

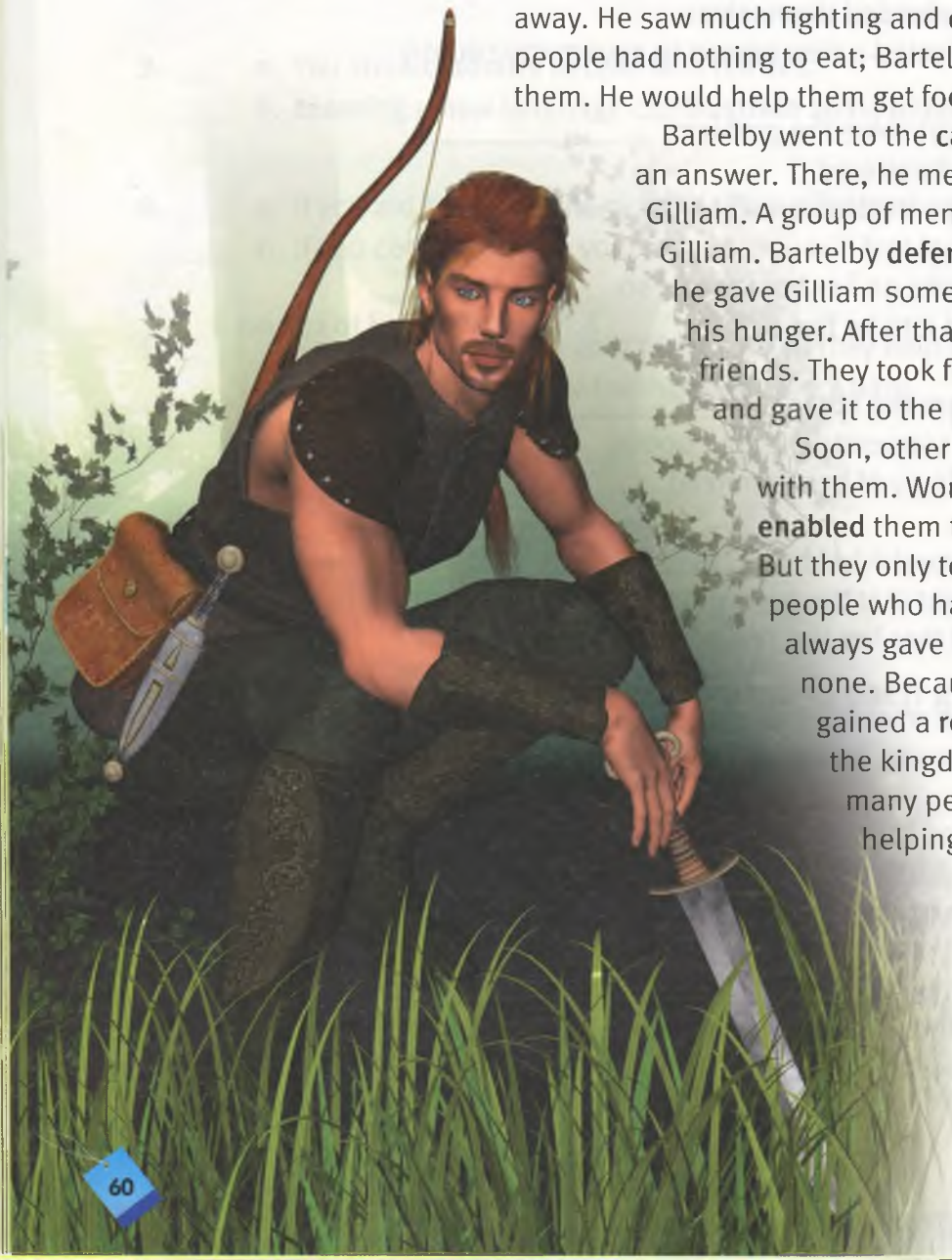
9. Read the directions carefully. _____.
   ___ a. They will cause destruction
   ___ b. They will enable you to complete the project

10. Before he can feel better, _____.
    ___ a. he must find a way to relieve the pain
    ___ b. he must become a slave

The Tale of Bartelby O'Boyle

Long ago, there was a clever man by the name of Bartelby O'Boyle. As a boy, he was kept as a **slave** by the **royal** family. He saw other children play, but he always had to work. This **frustrated** him very much. But he was not **stupid**, and he wanted to change things.

Then one day there was a **struggle** for **authority** in the kingdom. There was a **division** of the people, and one group fought against another group to see which would **govern** the kingdom. There was **disorder** in the kingdom. Bartelby ran away. He saw much fighting and **destruction**. Many people had nothing to eat; Bartelby decided to **aid** them. He would help them get food. But how?



Bartelby went to the **capital** to find an answer. There, he met a man named Gilliam. A group of men **attempted** to hurt Gilliam. Bartelby **defended** him. Then, he gave Gilliam some food to **relieve** his hunger. After that, the two became friends. They took food from the rich and gave it to the poor.

Soon, other people **cooperated** with them. Working together **enabled** them to take more food. But they only took food from people who had **plenty**, and they always gave it to those who had none. Because of this, Bartleby gained a **reputation** across the kingdom. Even today, many people **admire** him for helping the poor.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. How a slave became a king
   b. How a stupid mistake made Bartelby a slave
   c. How a lad found plenty of food
   d. How a man aided poor people

2. What did Bartelby do in the capital?
   a. He cooperated with his group of friends.
   b. He enabled Gilliam to have authority over the king.
   c. He relieved Gilliam of his hunger.
   d. He found a mask to wear.

3. In paragraph 1, we can infer that _____.
   a. Bartelby did not like the royal family
   b. the family attempted to cause disorder
   c. the other children were not clever
   d. Bartelby had a bad reputation

4. According to the passage, all the following are true EXCEPT _____.
   a. people today still admire Bartleby
   b. Gilliam struggled with Bartley
   c. Bartleby defended Gilliam
   d. the fighting caused destruction

5. What frustrated Bartelby when he was a child?

_____

_____

UNIT 10

Word List

citizen [sítəzən] *n.*

A **citizen** is someone who lives in a certain town or city.
→ *Carlos was born in Spain. He is a Spanish **citizen**.*

council [káunsəl] *n.*

A **council** is a group of people who run a city or town.
→ *The **council** met to discuss the new laws for the city.*

declare [diklɛ́ər] *v.*

To **declare** is to say something officially.
→ *I **declared** my love for him.*

enormous [inɔ́:rməs] *adj.*

When people or things are **enormous**, they are very large.
→ *My dog looks **enormous** next to yours.*

extraordinary [ikstrɔ́:rdənèri] *adj.*

When someone or something are **extraordinary**, they are amazing.
→ *The fireman who rescued the girl was **extraordinary**.*

fog [fɔ(:)g] *n.*

Fog is a thick cloud that is near the ground or water.
→ *I did not want to drive in the thick **fog**.*

funeral [fjú:nərəl] *n.*

A **funeral** is a ceremony that takes place after a person dies.
→ *They had a **funeral** for the soldier who died during the war.*

giant [dʒáiənt] *adj.*

When people or things are **giant**, they are very big.
→ *The **giant** truck got in my way.*

impression [impréʃən] *n.*

An **impression** is the way of thinking about someone or something.
→ *Most people's first **impression** of Dr. Giani is that he is mean.*

income [ínkʌm] *n.*

Income is how much money a person or business makes.
→ *Her company pays her a fairly good **income**.*

mad [mæd] *adj.*

When someone is **mad**, they are angry.

→ *Mother got **mad** when I didn't listen to her.*

ought [ɔ:t] *aux. v.*

If someone **ought** to do something, then it is the right thing to do.

→ *I **ought** to take my library books back.*

resist [rizíst] *v.*

To **resist** something is to fight against it.

→ *He **resisted** the treatment at the hospital.*

reveal [riví:l] *v.*

To **reveal** is to show something.

→ *I will **reveal** where I hid the candy bar.*

rid [rid] *v.*

To **rid** is to make a place free from something or someone.

→ *We **rid** our home of mice by using traps.*

sword [sɔ:rd] *n.*

A **sword** is a long sharp weapon.

→ *They used to use **swords** in battles in ancient times.*

tale [teil] *n.*

A **tale** is a story.

→ *She told her two friends about the wild **tale** of her day.*

trap [træp] *v.*

To **trap** people or animals is to capture them so they cannot get away.

→ *We **trapped** butterflies in a net.*

trial [tráiəl] *n.*

A **trial** is the way a court discovers if a person is guilty or innocent.

→ *He went on **trial** for robbing the bank.*

violent [váiələnt] *adj.*

When people are **violent**, they want to hurt someone.

→ *The man was put into jail because he was **violent**.*

Exercise 1

Part A Choose the right word for the given definition.

1. wanting to hurt someone
   a. funeral b. violent c. rid d. enormous
2. very big
   a. fog b. declare c. giant d. mad
3. to show something
   a. resist b. extraordinary c. ought d. reveal
4. to capture
   a. trap b. citizen c. income d. trial
5. a way of thinking about a person
   a. council b. impression c. sword d. tale

Part B Choose the right definition for the given word.

1. mad
   a. big b. to capture
   c. amazing d. angry
2. income
   a. to free from b. the money earned by a person
   c. the right thing to do d. a person that lives in a town
3. resist
   a. to want to hurt someone b. to show something
   c. to fight against d. large
4. sword
   a. a long, sharp weapon b. cloud near the ground or water
   c. tobacco rolled up for smoking d. a way to think of a person
5. tale
   a. to hold clothes in place b. a way to see if someone should go to jail
   c. to say something d. a story

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Every person living here has the right to vote.
   cit _____
2. The group of people who run the town voted on whether we needed a new park.
   cou _____
3. The ceremony for the dead person was attended by many family and friends.
   fun _____
4. The thief wanted to tell his story during the test to decide if he was guilty.
   t _____
5. I said that I would not pay the money.
   de _____
6. The pyramid was very large.
   en _____
7. He freed the town of the evil king.
   r ___
8. I really should do the right thing and go home and feed the cat.
   o_____ to
9. The rain and thick clouds on the ground made it hard to see.
   f ___
10. The way she trained the dog was amazing.
    e _____

Blackbeard

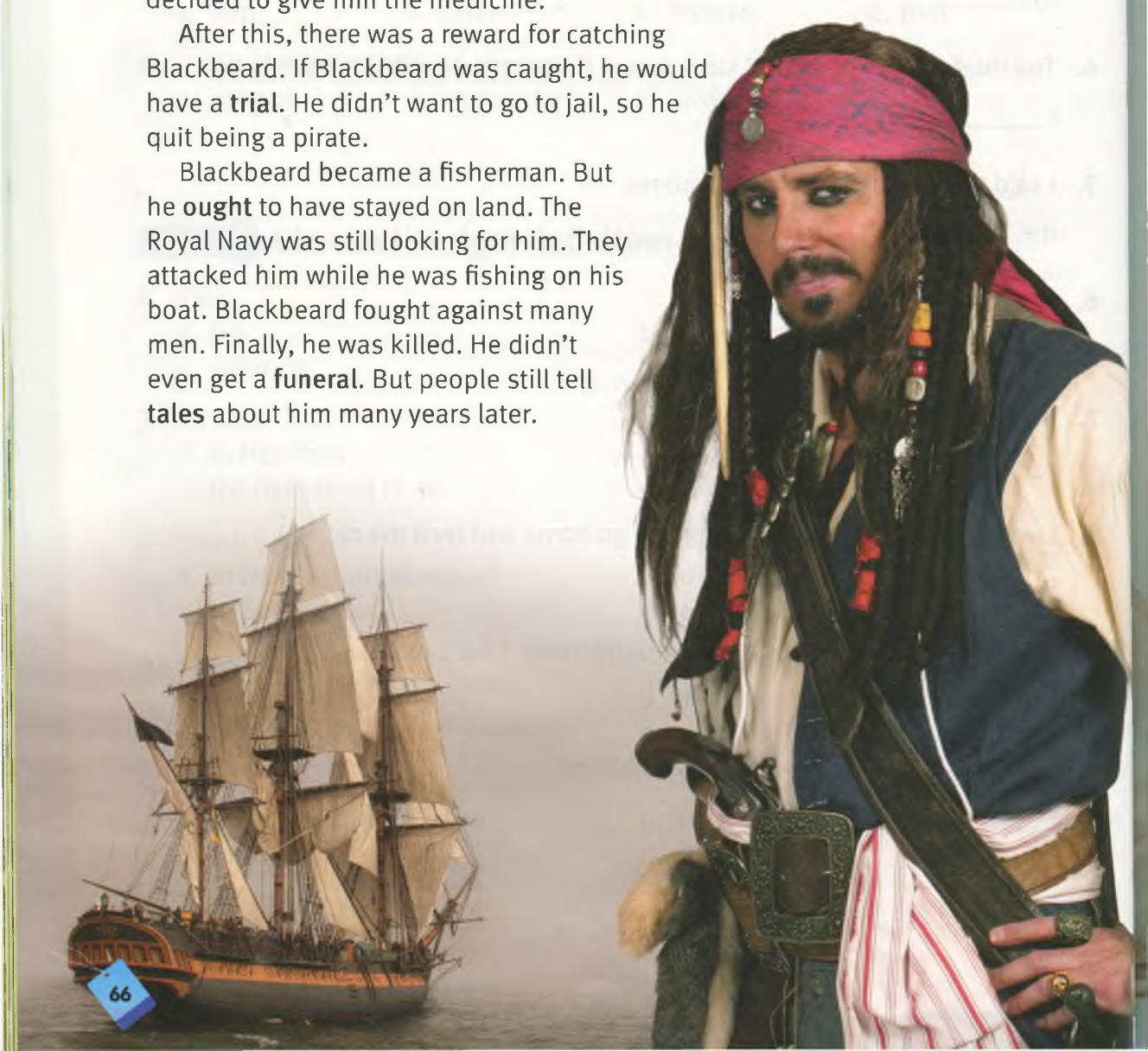
A long time ago, I had my first job. It didn't give me much of an **income**. It was on a **giant** pirate ship. On my first night, there was a thick **fog** over the water. A lamp on the ship **revealed** an **enormous** man. He had a **sword** in his belt. His name was Blackbeard, and he was one of the most **violent** pirates ever.

One day, Blackbeard did an **extraordinary** thing. He attacked several ships near a town. He took some of the town's **citizens**. Then he **declared**, "You give me medicine!" Blackbeard wanted the medicine for some of the sick pirates on his ship.

The people had a bad **impression** of him. They were **mad**, and they **resisted**. But they were **trapped**. They wanted to get **rid** of him. So the town's **council** decided to give him the medicine.

After this, there was a reward for catching Blackbeard. If Blackbeard was caught, he would have a **trial**. He didn't want to go to jail, so he quit being a pirate.

Blackbeard became a fisherman. But he **ought** to have stayed on land. The Royal Navy was still looking for him. They attacked him while he was fishing on his boat. Blackbeard fought against many men. Finally, he was killed. He didn't even get a **funeral**. But people still tell **tales** about him many years later.



Reading Comprehension

Answer the questions.

1. What is this tale about?
   a. How many pirates become fishermen
   b. An enormous violent pirate
   c. A boy resisting having to take medicine
   d. A ship that ought to have stayed at sea

2. What can be assumed from the passage?
   a. The town gave Blackbeard the medicine.
   b. Blackbeard was an extraordinary fighter.
   c. Blackbeard's lamp revealed where he was.
   d. The citizens were mad when Blackbeard was killed.

3. Which of the following is true about Blackbeard?
   a. He kept his sword in his belt.
   b. He lit his cigarettes using a lamp.
   c. He wanted to get rid of his giant ship.
   d. He had a trial in the town.

4. Why were the people in town trapped?
   a. Blackbeard was waiting for a reward.
   b. The fog was too thick for ships to sail in.
   c. Blackbeard wouldn't let ships in or out.
   d. Blackbeard declared that there was a strong storm coming.

5. Why did Blackbeard stop being a pirate?

_____

_____

UNIT 11

Word List

admission [ədmíʃən] *n.*

Admission is the act of allowing to enter a place.
→ *The **admission** ticket to the movie was $5.*

astronomy [əstránəmi] *n.*

Astronomy is the study of the stars and planets.
→ *Harold loved watching the stars, so he decided to study **astronomy**.*

blame [bleim] *v.*

To **blame** someone for something bad is to say they did it.
→ *My mom* **blamed** *me for something I didn't do.*

chemistry [kémistri] *n.*

Chemistry the study of and reaction to substances.
→ *In **chemistry** class, the professor taught us about chemical reactions.*

despite [dispáit] *prep.*

If something happens **despite** what you do, it happens anyway.
→ *We still played the game **despite** the cold weather.*

dinosaur [dáinəsɔ̀:r] *n.*

A **dinosaur** is a very big animal that lived millions of years ago.
→ *I like to see the **dinosaur** bones at the museum.*

exhibit [igzíbit] *n.*

An **exhibit** is a display of interesting things.
→ *There was an animal **exhibit** at the fair.*

fame [feim] *n.*

Fame is reputation one has gained among the public.
→ *He had **fame** and fortune, but he was not happy.*

forecast [fɔ́:rkæst] *n.*

A **forecast** is an idea about what the weather will be like in the future.
→ *The **forecast** says that it will rain all week.*

genius [dʒí:njəs] *n.*

A **genius** is a very smart person.
→ *Since she was a **genius**, she easily passed all of her school exams.*

gentle [dʒéntl] *adj.*

Someone who is **gentle** is kind and calm.

→ *He is very **gentle** with the baby.*

geography [dʒi:ágrəfi] *n.*

Geography is the study of where things are.

→ *I had to draw a map for **geography** class.*

interfere [intərfíər] *v.*

To **interfere** is to cause problems and keep something from happening.

→ *My little sister always **interferes** when I'm trying to study.*

lightly [láitli] *adv.*

To do something **lightly** is to not push very hard.

→ *Draw **lightly** so you do not tear your paper.*

principal [prínsəpəl] *n.*

A **principal** is a person in charge of a school.

→ *My school's **principal** can be very strict with the rules.*

row [rou] *n.*

A **row** is a line of things.

→ *James put all of his toy soldiers into neat **rows**.*

shelf [ʃelf] *n.*

A **shelf** is a place on a wall where you put things.

→ *I keep my clothes on a **shelf** in my closet.*

spite [spait] *n.*

If you do something out of **spite**, you want to be mean.

→ *He snuck into his sister's room and stole her bag out of **spite**.*

super [sú:pər] *adj.*

Super means really good.

→ *My dad said I did a **super** job cleaning the house.*

wet [wet] *adj.*

If something is **wet**, it has water on it.

→ *Since my dog was **wet**, he tried to shake all the water off his body.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. Jeff did <u>really well</u> on his spelling test.
   su ___
2. The <u>idea about tomorrow's weather</u> doesn't look good for our outdoor plans.
   for _____
3. Look at how the vegetables are all planted in a <u>line</u>.
   r ___
4. I would like to see that <u>interesting display</u> on birds.
   exh _____
5. My brother likes <u>big animals that lived millions of years ago</u>.
   din _____
6. If you are not careful, you will get <u>water all over yourself</u>.
   w ___
7. <u>Permission to enter</u> into the private club is rarely given.
   ad _____
8. Will the school offer a <u>study of stars</u> class next year?
   a _____
9. My uncle always <u>gets involved</u> in what my family does.
   in _____
10. The <u>head of the school</u> decided that all students should wear uniforms.
    pri _____

Exercise 2

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. We learned about grammar in **astronomy** class.
   ___ b. Do not **interfere** when I am working.
2. ___ a. It was very kind of him to **spite** his sister.
   ___ b. Which **shelf** should I put this on?
3. ___ a. Do you have a **shelf** in your yard?
   ___ b. In **astronomy** class, I learned about the Solar System.
4. ___ a. He drank all the milk in the fridge to **spite** me.
   ___ b. Mrs. Joyner is a strict **principal**, but she is actually very nice.
5. ___ a. The loud music **interferes** with my concentration.
   ___ b. It is against his **principals** to be dishonest.

Exercise 3

Choose the word that is a better fit for each sentence.

1. **chemistry / despite**
   Oil and water do not have a good _____ together.
   We should go _____ the weather.
2. **admission / exhibit**
   I wanted to see the bird _____ at the zoo.
   My daughter has gained _____ to an Ivy League university.
3. **geography / dinosaur**
   I wish I could see a real _____.
   I learned about a South American country in my _____ book.
4. **gentle / lightly**
   Be very _____ with the old dishes.
   _____ push the dirt in around the flowers.
5. **genius / fame**
   I don't know if I would enjoy _____.
   My son is a _____.

Dinosaur Drawings

It was the worst morning ever. When Carl woke up, he realized that he didn't do his **astronomy** and **chemistry** homework. Also, the **forecast** called for rain and that would affect baseball practice. Suddenly, his mother yelled, "Take out the garbage right now!" When Carl returned from taking the garbage outside, he was all **wet**. "What a terrible day," he said.

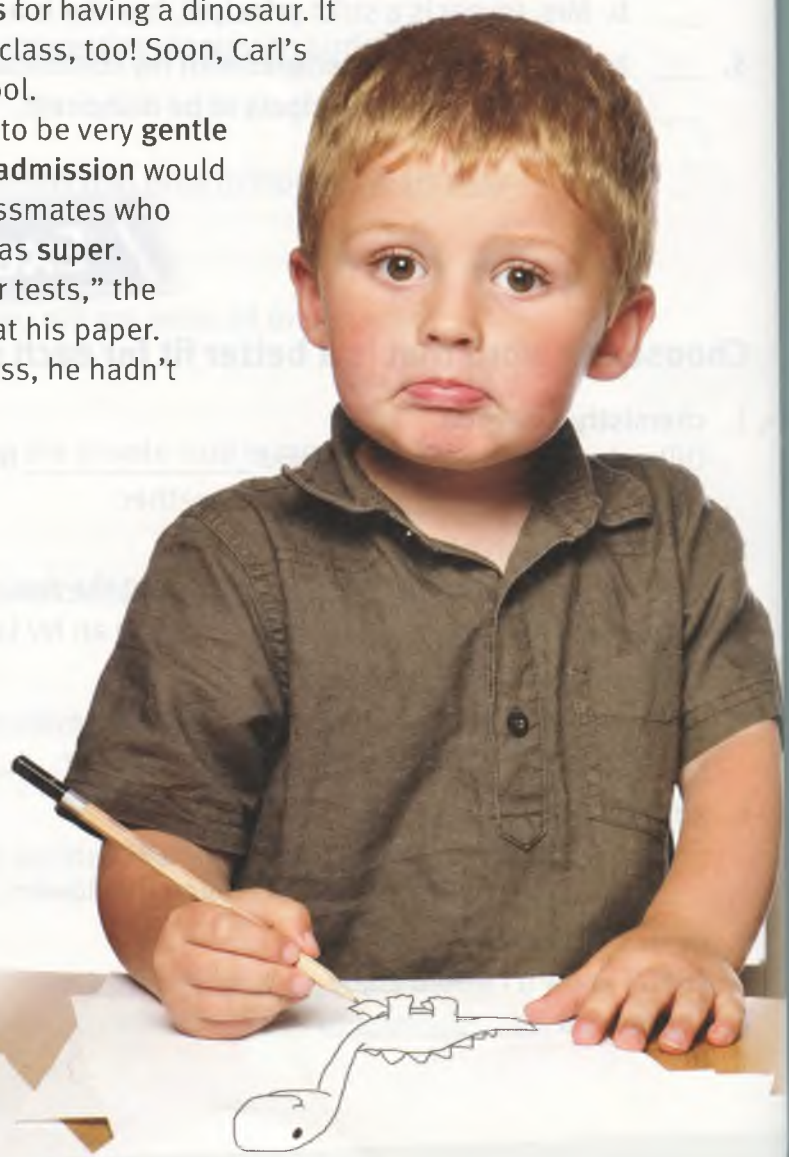
He walked to class. He put his umbrella on the **shelf** and sat in the third **row**. But the teacher asked why Carl's umbrella was on the floor. He told her not to **blame** him. But she sent him to the **principal** out of **spite**.

Next, he took a **geography** test. **Despite** studying, Carl didn't know the answers. He started drawing **lightly** on his paper.

Carl drew a huge **dinosaur**. What if it were real? He saw it in his mind. Carl's class said he was a **genius** for having a dinosaur. It could **interfere** with math class, too! Soon, Carl's **fame** spread through school.

He taught his dinosaur to be very **gentle** and put it on **exhibit**. But **admission** would only be given to those classmates who paid him a fee. His idea was **super**.

"It's time to turn in your tests," the teacher said. Carl looked at his paper. As he was dreaming in class, he hadn't finished the test!



Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A wet classroom
   b. A boy who is a genius
   c. A bell that keeps ringing
   d. A day that was not super

2. What does Carl think his dinosaur can do?
   a. Make money for him on admission fees
   b. Interfere with taking out the garbage
   c. Take the blame for failing geography
   d. Reach things on the top shelf

3. What did Carl do?
   a. Break a jar at breakfast
   b. Draw lightly on his test paper
   c. Forget his hat on the bus
   d. Stay after school for being late

4. Despite Carl studying for his test, what happened?
   a. His teacher was not gentle with him.
   b. He had to sit in the last row.
   c. The exhibit did not earn him any fame.
   d. He did not do well on his geography test.

5. Do you think that Carl will have baseball practice after school? Why?

_____

_____

UNIT 12

Word List

abuse [əbjúːz] *v.*

To **abuse** someone or something means to hurt them on purpose.

→ *The mean man **abused** his dog when it barked too loudly.*

afford [əfɔ́ːrd] *v.*

To **afford** something means you have enough money to pay for it.

→ *I've been saving my money, so I can **afford** to buy a new bike.*

bake [beik] *v.*

To **bake** means to cook food with heat.

→ *My sister is a good cook. She **bakes** delicious cakes.*

bean [biːn] *n.*

A **bean** is a plant seed that is good to eat.

→ *There are many different kinds of **beans** to eat.*

candle [kǽndl] *n.*

A **candle** is a stick of wax that is lit on fire for light or heat.

→ *When the lights went out, we lit some **candles**.*

convert [kənvə́ːrt] *v.*

To **convert** something means to change it into something else.

→ *The man **converted** his messy field into a garden of flowers.*

debt [det] *n.*

A **debt** is an amount of money that a person owes.

→ *I have not paid my gas bill. I owe a **debt** to the gas company.*

decrease [diːkríːs] *v.*

To **decrease** something is to make it less than it was before.

→ *Hiring more police officers has **decreased** crime in the city.*

fault [fɔːlt] *n.*

A **fault** is a mistake.

→ *It is my **fault** that the cat ran away. I left the door open.*

fund [fʌnd] *n.*

A ***fund*** is an amount of money that people have.

→ *We all put money into our club's **fund**.*

generous [dʒénərəs] *adj.*

When someone is **generous,** they like to give things to people.

→ *The **generous** man donated several new computers to our school.*

ingredient [ingrí:diənt] *n.*

An **ingredient** is something that is part of a food dish.

→ *The main **ingredients** in cake are eggs, sugar and flour.*

insist [insíst] *v.*

To **insist** means to be firm in telling people what to do.

→ *I **insist** that you try some of these cookies.*

mess [mes] *n.*

A **mess** is a condition that is not clean or neat.

→ *Heather's room was a complete **mess**.*

metal [métl] *n.*

Metal is a strong material people use to build things.

→ *Steel is a common **metal** that is used to build buildings.*

monitor [mánitər] *v.*

To **monitor** people or things is to watch them closely.

→ *The teacher **monitors** the students when they take tests.*

oppose [əpóuz] *v.*

To **oppose** something means to dislike it or act against it.

→ *I want to be a police officer because I **oppose** crime.*

passive [pǽsiv] *a.*

If a person is **passive,** they do not take action to solve problems.

→ *Marcie is so **passive** that she never solves her own problems.*

quantity [kwántəti] *n.*

A **quantity** is a certain amount of something.

→ *I have a small **quantity** of milk in my glass.*

sue [su:] *v.*

To **sue** someone is to take them to court for something wrong they did.

→ *I **sued** the company after I slipped on a banana peel in their hallway.*

Exercise 1

Part A Choose the right word for the given definition.

1. a certain amount
   a. ingredient b. quantity c. metal d. fault

2. to make less
   a. decrease b. oppose c. insist d. abuse

3. to watch closely
   a. bake b. monitor c. mess d. afford

4. a plant seed
   a. sue b. passive c. bean d. fund

5. money you owe
   a. convert b. debt c. candle d. generous

Part B Circle two words that are related in each group.

1. a. debt b. fund c. bean d. abuse

2. a. fault b. abuse c. monitor d. sue

3. a. afford b. bake c. insist d. ingredient

4. a. fault b. decrease c. quantity d. convert

5. a. debt b. monitor c. afford d. generous

Exercise 2

Check (√) the one that suits the blank naturally.

1. To make sure the door was built strong, _____.
   ___ a. it was made out of metal ___ b. it was monitored to the floor

2. I was treated unfairly by my company, so _____.
   ___ a. we decreased the table ___ b. I decided to sue them in court

3. I went to the grocery store. _____.
   ___ a. I converted the milk ___ b. I got a small quantity of eggs

4. When your friend borrows money from you, _____.
   ___ a. he owes you a debt ___ b. he opposes you

5. The man wants to cook noodles. _____.
   ___ a. He will get the ingredients ___ b. He will insist the water

6. I have enough money. _____.
   ___ a. My fund is too small ___ b. I can afford to buy the shirt

7. When the oven was hot enough, _____.
   ___ a. it baked the potato ___ b. it made a mess in the kitchen

8. In case the power goes out, _____.
   ___ a. you should keep candles at home
   ___ b. you will be generous

9. When the girl became hungry, _____.
   ___ a. she became passive and decided to do something about it
   ___ b. she cooked some beans

10. My homework was not turned in. _____.
    ___ a. I abused it at home ___ b. It was all my fault

The Mean Chef

Once there was a chef, who was mean to his cooks. He was mean to the people who came in to eat. He charged too much for meals. Many people were not able to **afford** the cheapest **bean** dish. When his **metal** oven broke, he did not have it fixed. So everything **baked** in it burned. The only light was from **candles**, and the whole place was a **mess**. Sometimes, he didn't pay his waiters. Since they had no **funds**, they had many **debts**.

The chef behaved this way all the time. He **monitored** the cooks and yelled if they did not do things his way.

One day, the cooks decided that they were tired of the **abuse** and that they would not be **passive** anymore. Everyone **opposed** the chef. At first, they thought about **suing** him. Instead, they tied up the chef with rope. Now, they controlled the restaurant! They **decreased** the price of food. They used the best **ingredients** and made large **quantities** of food. They turned on the lights. The restaurant was **converted** into a happy place. For the first time, many people came to eat.

The chef realized that the restaurant's problems were his **fault**. The chef learned an important lesson. The new, **generous** chef **insisted** on giving the customers a free meal.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. How a mean chef was converted into a generous man
   b. Why metal ovens bake food until it burns
   c. Why waiters' funds are not enough to pay their debts
   d. How simple beans brought a large quantity of customers

2. Why could people not afford to eat at the restaurant?
   a. The chef insisted they take free food.
   b. The chef made prices too high.
   c. The chef monitored the cooks.
   d. The chef got tied up.

3. What did the chef learn at the end of the story?
   a. Electricity was better than using candles.
   b. It was his fault that the restaurant did so well.
   c. The waiters and cooks took over his restaurant.
   d. Behaving in a nice way is better than being mean.

4. According to the passage, all the following are true of the waiters and cooks EXCEPT _____.
   a. they decreased prices
   b. they used good ingredients
   c. they were replaced by robots
   d. they opposed the abuse of the chef

5. Why did the chef insist on giving his customers a free meal at the end of the story?

   _____

   _____

UNIT 13

Word List

anxiety [æŋzáiəti] *n.*

When someone has **anxiety**, they have a lot of worries and fear.

→ *When I have to climb to high places, I'm filled with* **anxiety**.

army [ɑ́:rmi] *n.*

An **army** is a large group of people who fight in wars.

→ *The* ***army*** *protects all the people in the country.*

billion [bíljən] *n.*

A **billion** is a very large number: 1,000,000,000.

→ *There are* ***billions*** *of stars in outer space.*

carve [kɑ:rv] *v.*

To **carve** means to cut into something.

→ *My father usually* ***carves*** *the turkey for Thanksgiving.*

consult [kənsʌ́lt] *v.*

To **consult** someone means to ask them for help.

→ *I will* ***consult*** *my accountant to find a way to pay for my bills.*

emergency [imə́:rdʒənsi] *n.*

An **emergency** is a time when someone needs help right away.

→ *There is a huge fire in my house! This is an* ***emergency****!*

fortune [fɔ́:rtʃən] *n.*

When someone has good **fortune**, it means they have luck.

→ *I have good* ***fortune*** *when I play cards.*

guarantee [gærəntí:] *v.*

To **guarantee** means to know something will happen.

→ *I* ***guarantee*** *that the sun will come up in the morning.*

hike [haik] *v.*

To **hike** means to walk in the mountains or forest.

→ *I always bring plenty of equipment with me when I* ***hike****.*

initial [iníʃəl] *adj.*

When something is **initial**, it is the first thing.

→ *The* ***initial*** *step when writing a paper is to find a good topic.*

intense [inténs] *adj.*

If something is **intense**, it is very strong.

→ *The skunk made an **intense** odor that filled the air.*

lend [lend] *v.*

To **lend** something is to give it to someone for a short time.

→ *My sister lost her pen, so I will **lend** her mine.*

peak [pi:k] *n.*

The **peak** is the very top of a mountain.

→ *There is snow on the* **peaks** *of those mountains.*

potential [pouténʃəl] *adj.*

Potential means capable of being but not yet in existence.

→ *I've thought of some **potential** problems with your idea.*

pride [praid] *n.*

When you have **pride**, you are happy with yourself.

→ *I take **pride** in getting good grades.*

proof [pru:f] *n.*

Proof is a fact that shows something is real.

→ *They used his fingerprint as **proof** for the crime he committed.*

quit [kwit] *v.*

To **quit** something means to stop doing it.

→ *I **quit** running because I got tired.*

spin [spin] *v.*

To **spin** is to turn around in circles.

→ *The boy kept **spinning** until he fell down.*

tiny [táini] *adj.*

When people or things are **tiny**, they are very small.

→ *A baby's hand is **tiny**.*

tutor [tjú:tər] *n.*

A **tutor** is someone who gives lessons in a certain subject.

→ *My sister is bad at math. So my mother hired a **tutor** to help her.*

Exercise 1

Choose the right definition for the given word.

1. carve
   a. to know
   b. to stop
   c. to teach
   d. to cut into

2. consult
   a. to stop
   b. to ask for help
   c. to give
   d. to turn in circles

3. anxiety
   a. very small
   b. luck
   c. worries
   d. group of fighters

4. intense
   a. strong
   b. first
   c. bad
   d. mountain top

5. proof
   a. luck
   b. facts
   c. a large number
   d. a group of fighters

6. tutor
   a. a group of fighters
   b. someone who gives lessons
   c. to turn in circles
   d. to stop

7. lend
   a. to stop
   b. to know
   c. to give
   d. to cut

8. initial
   a. first
   b. mountain top
   c. very small
   d. strong

9. hike
   a. to walk in the forest
   b. to teach
   c. to turn in circles
   d. to ask for help

10. pride
    a. a group of fighters
    b. able to happen
    c. needing help
    d. being happy with yourself

Exercise 2

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. I should **quit** eating candy because it is bad for me.
   ___ b. The **tiny** tower stretched to the sky.
2. ___ a. We ran far above the mountain **peak**.
   ___ b. I will need water if I'm going to **hike** the long trail.
3. ___ a. If I want to get better at sports, I should **quit** playing.
   ___ b. The **tiny** ant crawled in under the door.
4. ___ a. The clouds look like they can touch the mountain **peaks**.
   ___ b. I have a great deal of **pride** when I lose a contest.
5. ___ a. The boy was filled with **pride** when he learned how to read.
   ___ b. I **hiked** downstairs from my room.

Exercise 3

Choose the word that is a better fit for each sentence.

1. **guarantee / potential**
   There are _____ problems with her plan.
   I _____ you that I'll get a good grade because I studied hard.
2. **lends / tutor**
   My mother _____ me her car when I need it.
   I work as a _____ during the summer to make money.
3. **billions / intense**
   My eyes hurt when I looked into the _____ light.
   There are _____ of people in the world.
4. **quit / initial**
   To cook noodles, the _____ step is to boil water.
   She _____ taking care of her plants, so they died.
5. **emergency / anxiety**
   I had a feeling of _____ when I thought the bully would hit me.
   When the man stopped breathing, his wife knew it was an _____.

The Cat and the Fox

One day, a cat **hiked** on a mountain. When he reached the **peak**, he met a fox. They began talking about how they get away from their enemies.

"I am very smart. I have **billions** of ideas. I can **carve** a **tiny** hole in a tree, and then climb in," the fox said. He added, "I have a lot of friends. If I am in trouble, I can call them to **lend** their help. I can escape an entire **army** if I have to!"

Then, the fox asked, "What are your **potential** plans?" The cat said, "I have only one plan." The fox said, "I hope you have good **fortune**, then! Do you want me to be your **tutor**? I can teach you many things." The cat said, "I **guarantee** that my plan works every time. We can **quit** talking about it."

Soon, they saw a group of wolves. It was an **emergency**. The cat quickly used her plan. She ran up a tree. The fox could not decide which plan to use. "What should my **initial** move be? Should I **consult** my friends?" The fox felt **intense anxiety**. All he could do was **spin** in a circle. The wolves caught the fox. The cat was full of **pride**. This is **proof** that having a good plan is better than having many bad plans.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why cats have good fortune
   b. How you make guarantees about plans
   c. Why you need a good plan in an emergency
   d. How foxes have the potential to make billions of plans

2. Why did the fox feel intense anxiety?
   a. Because he tried to spin in circles
   b. Because his army of friends did not lend their help
   c. Because he did not know what his initial move should be
   d. Because he could not find a tree in which to carve a tiny hole

3. Why was the cat full of pride at the end of the story?
   a. He hiked to the peak of the mountain.
   b. He had proof that his plan was best.
   c. He did not let the fox become his tutor.
   d. He loved to hide in the trees.

4. According to the passage, all the following are true EXCEPT _____.
   a. the fox got caught by the wolves
   b. the cat did not get caught by the wolves
   c. the fox said he could consult his friends if he got into trouble
   d. the fox decided to quit thinking of plans and just use one

5. What guarantee did the cat make to the fox?

   _____

   _____

UNIT 14

Word List

apparent [əpǽrənt] *adj.*

If something is **apparent,** it is easy to see.

→ *Her happiness was **apparent** from the smile on her face.*

blind [blaind] *adj.*

When people are **blind,** they cannot see.

→ *The **blind** man didn't see the hole and almost fell in.*

calculate [kǽlkjəlèit] *v.*

To **calculate** is to find an answer using math.

→ *I **calculated** how much money I would need to buy the car.*

chat [tʃæt] *v.*

To **chat** is to talk with someone.

→ *Even though they were far apart, the couple **chatted** every day.*

commit [kəmít] *v.*

To **commit** to something is to promise to do it.

→ *Seth wanted to go home, but he had **committed** to finishing the job.*

compose [kəmpóuz] *v.*

To **compose** something is to make it from smaller parts.

→ *Tonya **composed** her report using many sources of information.*

dormitory [dɔ́:rmətɔ̀:ri] *n.*

A **dormitory** is a school building where students live.

→ *I will move into the **dormitory** at the beginning of the school year.*

exhaust [igzɔ́:st] *v.*

To **exhaust** someone is to make them tired.

→ *John **exhausted** himself by swimming all day.*

greenhouse [grí:nhàus] *n.*

A **greenhouse** is a small glass building that is used to grow plants.

→ *We have a small **greenhouse** in our backyard where we grow plants.*

ignore [ignɔ́:r] *v.*

To **ignore** something is to act like you do not see or hear it.

→ *I **ignored** the message he was making and kept studying.*

obvious [ābviəs] *adj.*

If something is **obvious**, it is clear and easily seen.

→ *It was **obvious** that he was tired. He kept falling asleep.*

physics [fíziks] *n.*

Physics is a science that deals with energy and how it affects things.

→ *In **physics** class, we used Newton's Cradle to learn about energy.*

portion [pɔ́:rʃən] *n.*

A **portion** of something is a part of it.

→ *I only ate a small **portion** of the pizza.*

remind [rimáind] *v.*

To **remind** someone is to tell them to remember to do something.

→ *Nick's dad **reminded** him to do his homework.*

secretary [sékrətèri] *n.*

A **secretary** is a person who works in an office.

→ *Rebecca asked her **secretary** to type a report.*

severe [sivíə:r] *adj.*

If something is ***severe***, it is very bad or serious.

→ *After hitting his hand with the hammer, Sam was in **severe** pain.*

talent [tælənt] *n.*

If someone has a **talent**, they are naturally able to do it well.

→ *Maria has a **talent** for playing the piano.*

thesis [əí:sis] *n.*

A **thesis** is an idea that needs to be proved.

→ *She did not support her **thesis** very well.*

uniform [jú:nəfɔ̀:rm] *n.*

A **uniform** is a piece of clothing worn by people of the same group.

→ *All the members of our marching band wear matching **uniforms**.*

vision [víʒən] *n.*

Vision is the act of seeing.

→ *The eye doctor tested my **vision**.*

Exercise 1

Choose the right word for the given definition.

1. a part of something
   a. greenhouse
   b. secretary
   c. thesis
   d. portion

2. easy to see
   a. blind
   b. talent
   c. apparent
   d. severe

3. to make something
   a. compose
   b. commit
   c. exhaust
   d. ignore

4. to find an answer
   a. ignore
   b. exhaust
   c. calculate
   d. remind

5. a kind of science
   a. physics
   b. thesis
   c. vision
   d. uniform

6. the act of seeing
   a. dormitory
   b. vision
   c. physics
   d. greenhouse

7. unable to see
   a. severe
   b. apparent
   c. obvious
   d. blind

8. a building used to grow plants
   a. thesis
   b. greenhouse
   c. portion
   d. talent

9. a school building
   a. secretary
   b. talent
   c. dormitory
   d. uniform

10. to talk
    a. chat
    b. compose
    c. remind
    d. calculate

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Frank needs to buy a new piece of clothing that shows him as part of a group.
   unif ____
2. It is easily seen that Elizabeth hates math class.
   obv ____
3. My dad will tell me to remember to feed our dog.
   rem ____ me
4. Sitting out in the sun gave David a very serious burn.
   se ____
5. I walked back to the school building where students live before class.
   d ____

Exercise 3

Fill in the blanks with the correct words from the word bank.

WORD BANK

secretary commit apparent ignores blind

1. My sister always _____ me and acts like I'm not there.
2. The _____ answers the office phone for her boss.
3. Nikki's love of books is _____, because she is always reading.
4. Jeff needed Rick to _____ to being there so that he knew he was coming.
5. The _____ man needed help getting across the street.

The Good Student

Sue left her **dormitory** early that morning. She had even washed her **uniform** the night before. She wanted to look nice for the day.

Sue was **committed** to learning, and she had a **talent** for getting good grades. In fact, Sue didn't sleep much. She **composed** a paper and found the perfect **thesis** about the importance of **greenhouses**. She also studied for her **physics** test. Sue was already tired.

During the test, she **calculated** her answers. Soon, she felt sick. Her face got hot, and her **vision** began to blur. She was **blind** for a moment. The teacher saw Sue's **apparent** sickness. He wanted to send her to the nurse. But she wouldn't go. Sue still had a **portion** of the test to finish.

After that, Sue went to the nurse. After seeing the **secretary**, she waited. A few minutes later, the nurse came in with a glass of juice and told Sue they needed to **chat**. "It is **obvious** that you have **exhausted** yourself," the nurse said. "If you keep working so hard, it could have **severe** results."

"My parents tell me that all the time. I guess I shouldn't **ignore** them," Sue said.

"You have to **remind** yourself it is OK to rest," the nurse said.

When Sue got back to her room, she went right to bed. She made sure she got enough rest every night after that.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A nurse reminding a student about her history paper
   b. How to calculate an answer
   c. A girl's apparent talent for science
   d. A girl who studies so much that she gets sick

2. According to the passage, why did Sue stay up late the night before?
   a. She was washing her uniform.
   b. She was ignoring her parents on purpose.
   c. She was composing a thesis.
   d. She was cleaning her dormitory.

3. What did the nurse bring into the room?
   a. A glass of juice
   b. The secretary
   c. Sue's physics test
   d. A vision chart

4. According to the passage, what was obvious to the nurse after seeing Sue?
   a. Sue had committed herself to learning.
   b. Sue had exhausted herself.
   c. Sue had done only a portion of the test.
   d. Sue had become blind.

5. As they chatted, what did the nurse say would cause Sue severe sickness?

   _____

   _____

UNIT 15

Word List

absorb [əbsɔ́ːrb] *v.*

To **absorb** a liquid means to take it inside.

→ *He used a sponge to **absorb** the water on the floor.*

boss [bɔ(ː)s] *n.*

A **boss** is a person in charge of other people at work.

→ *My **boss** is a nice person.*

committee [kəmíti] *n.*

A **committee** is a group of people who meet together to make decisions.

→ *The school's **committee** agreed on a new dress code for students.*

contract [kɑ́ntrækt] *n.*

A **contract** is a written agreement between two people.

→ *The woman signed a **contract** when she bought the house.*

crew [kruː] *n.*

A **crew** is a group of workers.

→ *My father has a **crew**. They help him build houses.*

devote [divóut] *v.*

To **devote** time to something means to spend a lot of time doing it.

→ *She **devotes** two hours a day to playing the piano.*

dig [dig] *v.*

To **dig** is to make a hole in the ground.

→ *My dog **digs** in the yard so he can hide his bones.*

dine [dain] *v.*

To **dine** means to eat dinner.

→ *The young couple **dined** at their home.*

donate [dóuneit] *v.*

To **donate** is to give something to a charity or organization.

→ *We **donate** money to Christmas charities every year.*

double [dʌ́bəl] *adj.*

If something is **double,** it is twice as much, or twice as many.

→ *I paid almost **double** the amount for that shirt.*

elevate [éləvèit] *v.*

To **elevate** something is to put it at a higher level.

→ *The man **elevated** the picture so he could see it better.*

flavor [fléivər] *n.*

A **flavor** is the taste of food or drinks.

→ *The **flavor** of the ice cream was very good.*

foundation [faundéiʃən] *n.*

A **foundation** is a group that provides money for research.

→ *The **foundation** raised money to give scholarships to students.*

generation [dʒènəréiʃən] *n.*

A **generation** is a group of people who live at the same time.

→ *My grandparents are from a different **generation** than me.*

handle [hǽndl] *n.*

A **handle** is the part of an object people hold while using it.

→ *The pot is very hot. So pick it up by the **handle**.*

layer [léiə:r] *n.*

A **layer** covers over something or is between two things.

→ *There was a **layer** of snow on the tops of the houses this morning.*

mud [mʌd] *n.*

Mud is soft, wet dirt.

→ *My brother played rugby in the **mud**. Now he's dirty.*

smooth [smu:ð] *a.*

If something is **smooth**, it has no bumps.

→ *The baby's skin felt very **smooth**.*

soil [sɔil] *n.*

Soil is the top layer of land on the Earth.

→ *The boy planted flowers in the **soil** and watered them every day.*

unique [ju:ní:k] *adj.*

If people or things are **unique**, they are not like the others.

→ *Her dog is **unique**. I've never seen one quite like it.*

Exercise 1

Part A Choose the right word for the given definition.

1. someone who controls workers
   a. absorb b. boss c. generation d. crew

2. not like anything else
   a. flavor b. foundation c. committee d. unique

3. to make two of something
   a. layer b. dig c. double d. devote

4. to eat something
   a. dine b. precise c. mud d. handle

5. to put something higher
   a. donate b. elevate c. soil d. contract

Part B Choose the right definition for the given word.

1. foundation
   a. special
   b. a group that provides money for research
   c. the part held in the hand
   d. wet dirt

2. generation
   a. the same age group
   b. without bumps
   c. to eat
   d. something used to cut

3. committee
   a. a group of workmen
   b. taste of food or drink
   c. to put higher
   d. a group that makes decisions

4. donate
   a. to move dirt
   b. an agreement
   c. to give something
   d. a single thickness

5. boss
   a. to give something
   b. someone who controls workers
   c. to give everything
   d. dirt

Exercise 2

Check (√) the one that suits the blank naturally.

1. The sponge _____.
   ___ a. absorbed all the water ___ b. contracted to save money

2. They will help. _____.
   ___ a. They are the crew working on this job
   ___ b. They aren't in the same generation

3. The food tastes better now _____.
   ___ a. that you added more salt to give it some flavor
   ___ b. that you added some soil to make it grow

4. She was very special. _____.
   ___ a. She seldom spent time with the foundation
   ___ b. She had a unique skill that few people have

5. Dr. Dion started a _____.
   ___ a. boss at work ___ b. foundation to help sick children

6. We were able to _____.
   ___ a. devote no attention ___ b. dig very deep into the soft soil

7. Where will you _____?
   ___ a. dine at for dinner ___ b. donate your table from

8. The rock was _____.
   ___ a. missing its handle ___ b. smooth and flat

9. You will get dirty _____.
   ___ a. if you elevate your feet ___ b. if you play in the mud

10. If you are cooking for more than two people, _____.
    ___ a. layer it with some milk
    ___ b. double the amount of water in the recipe

The Lucky Knife

I've **devoted** my life to studying past **generations**. Last year, I had a **unique** chance to work with my uncle. Our job was to find old treasures for a school's history **foundation**. He also hired a **crew** of students. They signed a **contract** to work with him. He was the **boss**. The place was strange, though. I **dined** on many things that I had never tasted before. They had an unusual **flavor**.

We had been there about a month and hadn't found anything. One day, I began to **dig** in the **soil**. The ground's **layers** got wetter. Soon I was digging in the **mud**. My shovel began to get very heavy. It felt like it had **doubled** in weight because the ground had **absorbed** a lot of water.

Finally, I saw something in the mud. It was an old knife! The **handle** felt **smooth** in my hand. I **elevated** it so I could see it better. There was writing on it.

"It says it will bring good luck," my uncle said with a smile. "Why don't you keep it?"

I put it in my tent. The next day, we found many more things. There were pots, jewelry and weapons. My uncle **donated** all of the things to a special **committee**. Many newspapers wrote stories about it. It seemed the knife really did bring good luck!

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. How someone found an old knife
   b. A generation of college students
   c. A crew of committee workers digging in the mud
   d. How a smooth knife handle feels

2. All of the following are true EXCEPT _____.
   a. the college students signed a contract
   b. the author's uncle worked for a foundation
   c. the items found at the site were donated
   d. the teen worked double the amount of everyone else

3. What is probably true of the teen in the story?
   a. He could not read the writing on the knife.
   b. He held a higher position than the other students.
   c. He had to elevate the knife to see what it was.
   d. He didn't want to devote his time to history

4. Where did the teen find the knife?
   a. On top of the soil
   b. Under layers of dirt
   c. In the museum
   d. In his boss's tent

5. Why did the dirt become heavier?

   _____

   _____

UNIT 16

Word List

chamber [tʃéimbər] *n.*

A **chamber** is an old word for a bedroom.

→ *The girl was tired. She went to her **chamber** for a nap.*

deny [dinái] *v.*

To **deny** something is to say it is not true.

→ *The boy **denied** that he broke the window.*

document [dάkjəmənt] *n.*

A **document** is an official piece of writing.

→ *He was given an official **document** proving he was a citizen.*

emphasize [émfəsàiz] *v.*

To **emphasize** is to give importance or attention to something.

→ *She **emphasized** the key points by circling them in red ink.*

fever [fí:vər] *n.*

A **fever** is a high body temperature that people get when they are sick.

→ *Lydia had a high **fever** so she didn't go to school.*

flu [flu:] *n.*

The **flu** is a type of sickness that makes you feel weak or your body hurt.

→ *Since he had the flu, he felt miserable.*

freeze [fri:z] *v.*

To **freeze** is to become very cold.

→ *If you don't wear your coat in winter, you will **freeze**.*

gesture [dʒéstʃər] *n.*

A **gesture** is a movement of the hands or body.

→ *My teacher makes a lot of **gestures** when she speaks.*

interrupt [intərʌ́pt] *v.*

To **interrupt** is to briefly stop someone when they are doing something.

→ *My mother **interrupted** me when I was trying to listen to music.*

last [læst] *v.*

To **last** is to continue or go on for an amount of time.

→ *The football match **lasted** for nearly two hours.*

likeness [láiknis] *n.*

Likeness means the state of being like, or resemblance.

→ *Michelle bears a strong **likeness** to her older sister Kate.*

moreover [mɔːróuvəːr] *adv.*

Moreover means besides or in addition to something.

→ *It's cold outside. **Moreover**, the wind is very strong.*

perspective [pəːrspéktiv] *n.*

A **perspective** is the way you think about something.

→ *The man's speech gave me a new **perspective** on our country.*

rational [rǽʃənl] *adj.*

When something is **rational**, it is normal or practical.

→ *It is hard to think in a **rational** way when you are scared.*

recover [rikʌ́vəːr] *v.*

To **recover** is to go back to normal after something bad happens.

→ *I hope the city will **recover** soon after the flood.*

rely [rilái] *v.*

To **rely** on something or someone is to trust or depend on them.

→ *The boy **relied** on his older brother to help him.*

shock [ʃɑk] *v.*

To **shock** people is to surprise them.

→ *The man was **shocked** by the news.*

shy [ʃai] *adj.*

When people are **shy**, they are nervous around people strange to them.

→ *The girl was too **shy** to try out for the play.*

stare [stɛəːr] *v.*

To **stare** at something is to look at it for a long time.

→ *The young couple **stared** into each other's eyes.*

thus [ðʌs] *adv.*

Thus means as a result or for that reason.

→ *The sun was shining. **Thus**, I wore my sunglasses.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. Jennifer <u>looked for a long time</u> at the girl who looked just like her sister.
   st _____
2. Even though the noise scared me, I <u>returned to</u> my calm mood.
   re _____
3. The man's speech <u>went on</u> for another thirty minutes.
   la _____
4. I am <u>quiet</u> in a big crowd of people.
   s ___
5. My little brother woke up with a really bad <u>hot temperature</u> today.
   f _____

Exercise 2

Check (√) the one that suits the blank naturally.

1. My friend said I took her book, _____.
   ___ a. but I didn't, so I denied it
   ___ b. so I relied on what she told me
2. When I opened the door, _____.
   ___ a. I was shocked by what I saw
   ___ b. it made a funny gesture
3. My teacher _____.
   ___ a. wanted to take a likeness of the class this year
   ___ b. emphasized that students must follow the classroom rules
4. The book was easy for me to read , _____.
   ___ a. thus I finished it in two days
   ___ b. so I recovered a harder book
5. The things my sister said _____.
   ___ a. seemed really shy
   ___ b. gave me a new perspective

Exercise 3

Choose the word that is a better fit for each sentence.

1. **chamber / fever**
   He woke up feeling sick and with a high _____.
   The door to her private _____ was unlocked.

2. **perspective / likeness**
   Many people have a different _____ than me.
   The painting didn't have much of a _____ to my dad.

3. **rational / document**
   The _____ had to be signed by ten people.
   My brother was too excited to have a _____ plan.

4. **stared / shocked**
   The loud noise _____ me.
   The monkey _____ at me through the bars.

5. **moreover / flu**
   I'm not old enough to drive; _____, it seems kind of scary.
   I'm scared that I might get the _____ this winter.

6. **interrupted / gesture**
   The boy made a _____ to his friends to follow him.
   My sister ran in and _____ what I was saying.

7. **thus / relied**
   I trusted the man, so I _____ on his advice.
   I could not depend on the man; _____, I had to do it all myself.

8. **recovered / lasted**
   The basketball game _____ longer than three hours.
   I was sick, but I _____ in time to go on the field trip.

9. **deny / shy**
   The girl at the store was _____, so she didn't talk.
   The man did not _____ that he liked ice cream.

10. **emphasized / freeze**
    She _____ the need for good manners.
    Did the flowers _____ last night due to the snow?

Prince Sam

Sam's mother cooked at the royal palace. One day, he went to work with her. She **emphasized** that he should stay in the kitchen. But Sam was bored. **Thus,** he decided to look around.

He went around a corner. It **shocked** him to see a boy who had a strong **likeness** to him. Sam soon **recovered**. The other boy **stared** at him. Then he spoke. "Come with me."

He needed to be **rational**. But he couldn't **deny** that he wanted to go. So he followed the boy to a **chamber**. "I am Prince Bertram," the boy said.

Sam felt **shy** talking to a prince. "I'm Sam."

"Trade places with me." The prince said.

"We can't. My mother will kill me. **Moreover,** I don't know anything about being a prince."

"No one will find out," the prince **interrupted**. "We look the same, and even our **gestures** are the same. It will only **last** for a week."

Sam said OK. Soon, Sam's **perspective** on being a prince changed. He spent most of his day signing royal **documents**. At night, the prince's chamber was cold. He thought he was going to **freeze** or get sick with a **fever** or the **flu**. He was happy when the week ended. So was the prince.

"I didn't know how to do anything," the prince said. "I've always **relied** on my servants to do everything for me."

"I think I like being a regular person," Sam said. "Being a prince isn't fun." So, they both returned to their normal positions and enjoyed their lives more than before.

Reading Comprehension

Answer the questions.

1. What is the main idea of this story?
   a. A boy who denies that he's a prince
   b. A student who's too shy to talk to a prince
   c. How two boys who bore a likeness to each other traded places
   d. A prince who has a rational perspective

2. What happened after Sam ran into the prince?
   a. Sam was too shocked to recover.
   b. The prince stared at Sam.
   c. Sam couldn't talk; thus, he ran away.
   d. Sam made a gesture.

3. What did Sam think about being a prince?
   a. He thought it was fun while it lasted.
   b. He didn't like it; moreover, he missed his mother.
   c. He liked to rely on the servants at the palace.
   d. He was afraid he would freeze or get a fever or the flu.

4. What did the Prince miss when he was being Sam?
   a. Sleeping in his own chamber
   b. Having servants do things for him
   c. Signing all of the official documents
   d. People not emphasizing how important he was

5. Why didn't Sam like the prince's chamber?

   _____

   _____

UNIT 17

Word List

aim [eim] *n.*

An **aim** is a goal someone wants to make happen.

→ *My **aim** is to become a helicopter pilot.*

attach [ətǽtʃ] *v.*

To **attach** is to put two things together.

→ *I **attached** the socks to the clothesline to dry.*

bet [bet] *v.*

To **bet** is to risk money on the result of a game or a business.

→ *How much will you **bet** that your horse will win?*

carriage [kǽridʒ] *n.*

A **carriage** is a vehicle pulled by a horse.

→ *We took a **carriage** ride in the park.*

classic [klǽsik] *adj.*

If something is **classic**, it is typical.

→ *The athlete made a **classic** mistake – he started running too soon.*

commute [kəmjúːt] *v.*

To **commute** is to travel a long distance to get to work.

→ *I usually **commute** to work on the train.*

confirm [kənfə́ːrm] *v.*

To **confirm** is to make sure something is correct.

→ *Winning the game **confirmed** that James was a good player.*

criticize [krítisàiz] *v.*

To **criticize** is to say you do not like someone or something.

→ *He **criticized** his wife for spending too much money.*

differ [dífər] *v.*

To **differ** is to not be the same as another person or thing.

→ *I **differ** from my brother: he is short, while I am tall.*

expense [ikspéns] *n.*

An **expense** is the money that people spend on something.

→ *She wrote down all the **expenses** for her trip.*

formal [fɔ́:rməl] *adj.*

If something is **formal**, it is done in an official way.

→ *It was a **formal** dinner, so we wore our best clothes.*

height [hait] *n.*

Height is how tall someone or something is.

→ *My **height** is 168 centimeters.*

invent [invént] *v.*

To **invent** something is to create something that never existed before.

→ *My grandfather has **invented** some interesting things.*

junior [dʒú:njər] *adj.*

If someone is **junior** in their job, they do not have a lot of power.

→ *When she started at the company, she was only a **junior** manager.*

labor [léibər] *n.*

Labor is the act of doing or making something.

→ *Building the house took a lot of **labor**.*

mechanic [məkǽnik] *n.*

A **mechanic** is someone who fixes vehicles or machines.

→ *We took the car to the **mechanic** to be fixed.*

prime [praim] *adj.*

If something is **prime**, it is the most important one.

→ *Dirty air is a **prime** cause of illness.*

shift [ʃift] *v.*

To **shift** to something is to move into a new place or direction.

→ *He **shifted** to the other side of the table to eat his breakfast.*

signal [sígnəl] *n.*

A **signal** is a sound or action that tells someone to do something.

→ *The coach blew his whistle as a **signal** to begin the game.*

sincere [sinsíə:r] *adj.*

When people are **sincere**, they tell the truth.

→ *He sounded **sincere** when he apologized to me.*

Exercise 1

Choose the right word for the given definition.

1. to create something for the first time
   a. aim b. signal c. mechanic d. invent
2. most important
   a. differ b. junior c. prime d. commute
3. to move
   a. attach b. shift c. bet d. confirm
4. cost
   a. carriage b. expense c. height d. labor
5. typical
   a. classic b. criticize c. formal d. sincere

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. I started the job as a low-level manager at the bank.
   j _ _ _ _ _ _
2. The nurse measured how tall I am.
   my h _ _ _ _ _ _
3. Building the house took many hours of work.
   l _ _ _ _ _
4. Marcus gave a truthful apology after making the mistake.
   s _ _ _ _ _ _ _
5. We are going to take a ride in a horse-pulled vehicle.
   c _ _ _ _ _ _ _ _

Exercise 3

Check (√) the sentence with the bolded word that makes the better sense.

1. ___ a. It is a good idea to **bet** your money on silly things.
   ___ b. You should go to a **mechanic** if you have a problem with your car.

2. ___ a. Drivers use **signals** to make their cars go faster.
   ___ b. You should **attach** a stamp to a letter before you mail it.

3. ___ a. If you and your date **differ** too much, you might not like each other.
   ___ b. When you **confirm** the results of the test, you make them better.

4. ___ a. It is O.K. to wear sandals to a **formal** party.
   ___ b. Teachers often **criticize** lazy students.

5. ___ a. People must pay attention to **signals** when they are driving.
   ___ b. When you visit a **mechanic** they will sell you a new car.

6. ___ a. You should wear nice clothing if you go to a **formal** event.
   ___ b. Good friends like to **criticize** each other.

7. ___ a. Husbands and wives who **differ** are often very busy people.
   ___ b. If you **commute** to work, you have to travel a certain distance.

8. ___ a. It is a good idea to **confirm** your plans before you travel.
   ___ b. If you **attach** a large sign to your door, no one will see it.

9. ___ a. If your **aim** is to learn how to swim, you must get in the water.
   ___ b. Everyone **commutes** in math class.

10. ___ a. People who have an **aim** to succeed are very lazy.
    ___ b. When you **bet** money, you might lose it.

Henry Ford's Famous Car

My name is Henry Ford, and I **invented** a car called the Model T. I used to watch **carriages** on the streets. They fascinated me. Then I got a job as a **junior mechanic**. My father **criticized** me. He wanted me to run the farm. But I did not **shift** my plans.

Then I worked for the Detroit Auto Company. But I wanted to make cars using less **labor**. That way, there would be fewer **expenses**. I started the Ford Motor Company in 1903. At first, the company did not do well. But many people were **betting** on my success. I also had a **sincere aim** to make a car that anybody could buy.

Then, in 1908, I introduced the Model-T in a **formal** ceremony. It **confirmed** that I was right: it was possible to build a car my way!

The Model T **differed** from other vehicles. Workers could **attach** different parts for cars or trucks. This saved time. One Model T could be put together in 93 minutes. All of them had the same **classic** design. They were all the same size and **height**. The **prime** reason for doing this was to save money.

Over 19 years, I sold over 15 million Model Ts. This sent a **signal** to other companies. People would buy cars to **commute** to work if the price was low enough.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. How Ford attached cars and engines
   b. How Ford aimed to build a better car
   c. Why Ford shifted away from carriages
   d. Why Ford bet on the gasoline engine

2. How did the Model T change other car companies?
   a. It confirmed that their expenses were large.
   b. It made workers criticize their bosses about their labor .
   c. It created a signal for them to start making cheaper cars.
   d. It forced car companies to bet on Ford's success.

3. In paragraph 1, we can infer that _____.
   a. Ford had a very formal childhood
   b. Ford differed in thought from his father
   c. Ford was not of great height
   d. Ford's father was sincere

4. According to the passage, all the following are true EXCEPT _____.
   a. the Model-T had a classic design
   b. people would use cars to commute if they weren't expensive
   c. Ford worked as a junior mechanic
   d. the first vehicle from the Ford Motor Company was a truck

5. What was the prime reason for making the Model T with one design?

   _____

   _____

UNIT 18

Word List

ability [əbíləti] *n.*

Ability is the quality of a person being able to do something well.

→ *His swimming **abilities** let him cross the entire lake.*

agriculture [ægrikʌ̀ltʃər] *n.*

Agriculture is the growing of food and animals.

→ *The farmer studied **agriculture** in college.*

cartoon [kɑːrtúːn] *n.*

A **cartoon** is a funny drawing.

→ *Sometimes, people draw **cartoons** for the newspaper.*

ceiling [síːliŋ] *n.*

The **ceiling** is the top of a room.

→ *He painted the **ceiling** with a special roller.*

convince [kənvíns] *v.*

To **convince** someone means to make them sure of something.

→ *She **convinced** me to buy the house.*

curious [kjúəriəs] *adj.*

When you are **curious** about something, you want to know more about it.

→ *I opened up the clock because I was **curious** about how it worked.*

delay [diléi] *v.*

To **delay** means to wait to do something.

→ *I was **delayed** at the airport for over two hours.*

diary [dáiəri] *n.*

A **diary** is a book in which people write their personal experiences.

→ *I do not let anybody read my **diary**.*

element [éləmənt] *n.*

An **element** of something is a particular part of it.

→ *Tackling an opponent is Johnny's favorite **element** of American football.*

faith [feiθ] *n.*

When people have **faith** in something, they believe in it and trust it.

→ *The sick girl had **faith** in doctors. She knew they would make her better.*

grain [grein] *n.*

Grain is food crops such as wheat, corn, rice or oats.

→ *The farmer planted two fields of **grain** this year.*

greet [gri:t] *v.*

To **greet** someone means to meet and welcome them.

→ *When my friend came over, I **greeted** him at the door.*

investigate [invéstəgèit] *v.*

To **investigate** means to search for something or learn about it.

→ *The detective went to **investigate** the crime.*

joy [dʒɔi] *n.*

Joy is a feeling you get when you are really happy.

→ *I love baseball. I feel **joy** when I play.*

label [léibəl] *n.*

A **label** is a tag that tells about something.

→ *The **label** on the back of your shirt will tell you what size it is.*

monk [mʌŋk] *n.*

A **monk** is a religious person who lives a simple life.

→ *The **monks** knew a lot about religion.*

odd [ad] *adj.*

When something is **odd**, it is unusual.

→ *Her cat is **odd**. It walks on two feet.*

pause [pɔ:z] *v.*

To **pause** means to stop doing something for a while.

→ *Since she was so hungry, she **paused** to make a snack.*

priest [pri:st] *n.*

A **priest** is a person trained to perform religious duties.

→ *The **priest** taught us about God.*

profession [prəféʃən] *n.*

A **profession** is a person's job.

→ *He loved sailing, so he chose to work on ships as a **profession**.*

Exercise 1

Choose the right definition for the given word.

1. investigate
   a. to search for
   b. to meet
   c. to stop
   d. to make someone sure

2. element
   a. the top of a room
   b. a funny drawing
   c. a tag
   d. a part of something

3. odd
   a. a religious man
   b. wanting to know more
   c. not normal
   d. a happy feeling

4. priest
   a. a private book
   b. a person trained to perform religious duties
   c. food crops
   d. a funny drawing

5. label
   a. things you do well
   b. a tag that tells about something
   c. your job
   d. a particular part of something

6. pause
   a. to search for
   b. to meet
   c. to stop
   d. to make someone sure

7. agriculture
   a. growing food
   b. believing in something
   c. not normal
   d. wanting to know more

8. diary
   a. a job
   b. food crops
   c. the top of a room
   d. a private book

9. faith
   a. a happy feeling
   b. things you do well
   c. a tag
   d. belief in something

10. curious
    a. the business of farming
    b. wanting to know more
    c. a religious man
    d. things you do well

Exercise 2

Choose the word that is a better fit for each sentence.

1. **joy / odd**
   The boy was full of _____ when his new brother was born.
   The store was _____. It was only open one day a week.

2. **faith / diary**
   The girl writes in her _____ every night.
   The boy's _____ in his father was strong.

3. **cartoons / profession**
   The _____ in this book make me laugh.
   I want to get involved in a _____ where I am helping others.

4. **convinced / greeted**
   I _____ my new neighbors for the first time.
   She _____ me that she was right.

5. **label / abilities**
   The _____ on my jacket says "do not wash."
   The smart child had many _____ when it came to math.

Exercise 3

Circle two words that are related in each group.

1. a. agriculture	b. label	c. grain	d. odd
2. a. diary	b. abilities	c. monk	d. priest
3. a. faith	b. curious	c. investigate	d. greet
4. a. delay	b. ceiling	c. joy	d. pause
5. a. greet	b. curious	c. profession	d. odd

The Priest

A young **priest** was always sad. He was good at his **profession**, but he still had no **joy**. He visited a group of wise **monks**.

When he got to the monks' house, they **greeted** him and let him in. The monks asked the priest, "What is the matter?" The priest said, "I should be happy, but I am not. I don't know what to do." The wise monks **paused** for a minute. Then one said, "We are **convinced** of your **faith**. You are a very good priest. But to find joy, you have to do more. Above all, **investigate** the **elements** of your life that you love." The priest thought that this answer was **odd**, but he was **curious**.

The next day, the priest thought about his **abilities**. He got a few ideas, and he did not want to **delay** any longer. He liked to draw, so he made some **cartoons**. He also liked to write, so he started a **diary**. He was interested in **agriculture**, so he planted some **grains**. He made jam from berries. He made his own **labels** to put on the jars of jam. He painted his **ceiling**. The priest learned something. It is not too hard to be happy after all. All one has to do is find things they like doing, and do them!

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why monks have faith in God
   b. How a priest finds joy
   c. How to investigate odd answers
   d. Why a priest did not like his profession

2. Why did the priest go to the monks?
   a. Because he was convinced that he was a fine priest
   b. Because he wanted to greet them
   c. Because he wanted their help
   d. Because he wanted to tell them how happy he became

3. After the priest talked to the monks, what did he think about?
   a. His abilities
   b. His curious job
   c. His pauses
   d. His delays

4. According to the passage, all the following are true of the priest EXCEPT _____.
   a. he painted his ceiling
   b. he tried agriculture and planted grains
   c. he drew cartoons
   d. he forgot to put labels on his jam

5. Why did the priest get a diary?

   _____

   _____

UNIT 19

Word List

adopt [ədάpt] *v.*

To **adopt** someone is to make them as a part of one's own family.
→ *The girl was **adopted** by the couple when she was three.*

beg [beg] *v.*

To **beg** is to ask for something one really wants.
→ *The man **begged** for some money.*

beyond [bijάnd] *prep.*

If A is **beyond** B, A is farther away.
→ *John's house is **beyond** that lake.*

costume [kάstju:m] *n.*

A **costume** is a set of clothes people wear for a particular occasion.
→ *The woman wore a mask with her **costume**.*

exclaim [ikskléim] *v.*

To **exclaim** is to say something loudly, usually due to being excited.
→ *"Look at her dress!" Sara **exclaimed**.*

extend [ikstέnd] *v.*

To **extend** is to stretch out or reach.
→ *The boy **extended** his hand to catch the ball.*

fool [fu:l] *n.*

A **fool** is someone who makes unwise choices.
→ *The girl was a **fool** for playing too close to the water.*

forbid [fə:rbíd] *v.*

To **forbid** is to tell someone they cannot do something.
→ *My father **forbids** watching TV while we're eating dinner.*

illustrate [íləstrèit] *v.*

To **illustrate** is to show something by drawing a picture.
→ *The executive **illustrated** the decreasing profits of the company.*

indeed [indíd] *adv.*

Indeed means truly or really.
→ *The birthday party was **indeed** fun last night.*

interpret [intə:rprit] *v.*

To **interpret** is to explain what something means.

→ *The woman **interpreted** what her co-worker was trying to say.*

kindly [kāindli] *adv.*

If people do something **kindly**, they do it in a nice way.

→ *The stranger **kindly** cared for the hurt man.*

motive [mōutiv] *n.*

A **motive** is the reason someone does something.

→ *His **motive** for studying so hard is to get into a good college.*

nest [nest] *n.*

A **nest** is a place where a bird lays its eggs.

→ *The bird laid her eggs in the **nest** that she made.*

origin [ɔ:rədʒin] *n.*

The **origin** of someone or something is where they come from.

→ *The **origin** of the honey that we eat is from a beehive.*

reception [risēpʃən] *n.*

A **reception** is a party to welcome a person or celebrate an event.

→ *We all danced and had a good time at the wedding **reception**.*

reject [ridʒékt] *v.*

To **reject** is to refuse something because you do not want it.

→ *The girl **rejected** the broken cup.*

silence [sāiləns] *n.*

Silence is complete quiet.

→ *The man asked for **silence** while he worked on the problem.*

stream [stri:m] *n.*

A **stream** is a small river.

→ *The boy caught a fish in the **stream**.*

tone [toun] *n.*

Tone is the sound of someone's voice. It shows how they feel.

→ *My father's **tone** told me I had broken the rule.*

Exercise 1

Choose the right word for the given definition.

1. to tell or explain meaning
   a. adopt b. exclaim c. interpret d. reject
2. a person without sense
   a. fool b. nest c. stream d. vitamin
3. clothes that people wear for a particular occasion
   a. motive b. neat c. costume d. tone
4. to reach or put out
   a. beg b. extend c. forbid d. silence
5. in a kind way
   a. beyond b. illustrate c. indeed d. kindly

Exercise 2

Check (√) the one that suits the blank naturally.

1. When I found the lost cat, _____.
   ___ a. I asked my mom if we could adopt it
   ___ b. I extended my hurt foot
2. When I visit other countries, _____.
   ___ a. I usually tell them how much better my country is than theirs
   ___ b. someone has to interpret what I say
3. Not having enough money _____.
   ___ a. can put you beyond the forest
   ___ b. can indeed be a big problem
4. At the start of class, _____.
   ___ a. the teacher kindly asked for us to stop talking
   ___ b. the teacher exclaimed the lesson
5. The woman wanted to go to Africa. _____.
   ___ a. The tone of her voice was angry
   ___ b. Her motive was to help people

Exercise 3

Fill in the blanks with the correct words from the word bank.

WORD BANK

illustrate	fool	origin	rejected
costume	begged	forbids	stream
silence	reception		

1. We had a big _____ to welcome my grandmother home from the hospital.
2. The man was a _____ for crossing the street without looking.
3. A friend asked me to _____ the book she wrote because I am an artist.
4. I sewed feathers on my _____ for the play.
5. My teacher _____ my paper because I didn't follow the directions.
6. I like being alone in the forest because of the _____ that's around me.
7. The boy who stole the bread _____ me not to tell.
8. Some fish swim up a _____ to lay their eggs.
9. We learned about the _____ of the Statue of Liberty.
10. My sister _____ anyone to come in her room without asking first.

Mrs. May and the Green Girl

One morning, people from a small town found a little girl by a **stream**. She seemed to be wearing a green **costume**. As the people got closer, they saw that the girl's skin was green!

"Oh my!" The people **exclaimed**. "What if her **motive** for coming to our town is bad? What if she has a strange **origin**?"

An old woman **kindly** went to her. "Look how scared she is. Please," she **begged**. "Do not **reject** her. I will **adopt** her."

There was **silence** until the judge spoke. "I don't know," he said in a worried **tone**. "But we cannot **forbid** you. I **indeed** hope you're not being a **fool**."

Mrs. May **extended** her hand to the girl. "Come with me. I won't hurt you."

The girl spoke a language Mrs. May didn't know. But she was able to **interpret** what the girl was trying to say. Sometimes the girl drew pictures to **illustrate** what she meant.

The green girl was from a place far **beyond** the sun. There, people lived in **nests** built in trees. They only ate green leaves, which made their skin green.

"Well, you can't just eat leaves," Mrs. May said. She fed the green girl home-cooked meals, and soon the girl wasn't green anymore. The people had a huge **reception** to welcome her as a citizen of the town.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A reception for an old woman
   b. A girl who liked to find nests in the trees
   c. The people in the land beyond the sunset
   d. How a woman kindly took care of a girl

2. What are the people trying to do to the green girl?
   a. Beg her to jump into the stream
   b. Make her leave
   c. Forbid her to stay with Mrs. May
   d. Interpret what she was trying to say

3. What is true of the green girl in the story?
   a. She was good at drawing illustrating about what she meant.
   b. She was indeed there to bring bad luck.
   c. Her costume turned her skin green.
   d. She asked Mrs. May to adopt her.

4. Why did Mrs. May extend her hand to the green girl?
   a. To tell the girl that she was a fool
   b. To show that she indeed had good motives
   c. To exclaim that she didn't want to adopt her
   d. To silence the crowd from hurting the girl

5. Why did the town judge speak in a worried tone?

   _____

   _____

UNIT 20

Word List

accomplish [əkʌ́mpliʃ] *v.*

To **accomplish** something means to finish it.

→ *He **accomplished** his goal of running ten miles.*

approve [əprúːv] *v.*

To **approve** of something means you like it or are happy about it.

→ *Her co-workers **approved** her new plan.*

approximate [əprɑ́ksəmit] *adj.*

Approximate means to be close to an exact amount, number or time.

→ *My **approximate** height is two meters.*

barrier [bæriər] *n.*

A **barrier** is something that is in your way.

→ *The Great Wall was a **barrier** between China and its enemies.*

detect [ditékt] *v.*

To **detect** something means to notice or find something.

→ *The boy ran to the kitchen when he **detected** the smell of cookies.*

duty [djúːti] *n.*

A **duty** is something that a person has to do.

→ *It is parents' **duty** to take care of their children.*

elementary [èləmɛ́ntəri] *adj.*

When something is **elementary,** it is the first or most simple thing.

→ *Children go to **elementary** school before high school.*

failure [féiljər] *n.*

A **failure** happens when you do not do something right.

→ *My cooking ended in **failure** because I burned the food.*

gradual [grædʒuəl] *adj.*

When something is **gradual,** it happens slowly.

→ *Children learn to read at a **gradual** pace. They do not learn right away.*

immigrant [ímigrənt] *n.*

An **immigrant** is a person who moves to a different country.

→ *My parents were **immigrants**. They came from Poland.*

insert [insə́:rt] *v.*

To **insert** something means to put it in something else.

→ *The mailman **inserted** the letter into the mailbox.*

instant [instənt] *n.*

An **instant** is a very short amount of time.

→ *A microwave oven cooks food in an **instant**.*

poverty [pάvərti] *n.*

Poverty is the state of being poor.

→ ***Poverty** is a problem in many countries around the world.*

pretend [priténd] *v.*

To **pretend** means to make believe something is real.

→ *The boy liked to **pretend** he was a king.*

rank [ræŋk] *n.*

A person's **rank** is their place in an order of people.

→ *The man got to the **rank** of captain in the navy.*

recognition [rèkəgníʃən] *n.*

Recognition is getting praise from other people.

→ *The hero got **recognition** for his brave deed.*

refrigerate [rifrídʒərèit] *v.*

To **refrigerate** something means to make it cold.

→ *Grocery stores **refrigerate** fruit to make it last long.*

rent [rent] *n.*

Rent is the money people pay to someone to live in a certain place.

→ *To live in this house, I have to pay **rent** at the start of each month.*

retire [ritάiə:r] *v.*

To **retire** is to leave a job, usually because of old age.

→ *My father is sixty-five years old. He is about to **retire** from work.*

statistic [stətístik] *n.*

A **statistic** is a number that tells a fact about something.

→ *The **statistics** showed that we did just as well this year as last year.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. I need to make cold the warm soda.

   refri _ _ _ _ _ _ _

2. The numbers that tells a fact show it is more dangerous to ride in a car than an airplane.

   stat _ _ _ _ _ _ _

3. His father would agree with and like his plans to go to college.

   app _ _ _ _ _

4. It makes me sad that so many people suffer having no money.

   pov _ _ _ _ _

5. I could not get past the thing that was in my way.

   bar _ _ _ _ _

6. She does not have a dog, but she likes to make believe that she does.

   pre _ _ _ _ _

7. Watering the plants is my thing I have to do.

   du _ _

8. The loud noise made her wake up in a very short amount of time.

   an in _ _ _ _ _ _

9. To open the lock, put in the key.

   i _ _ _ _ _ _

10. He will have to leave if he does not pay the money to live here.

    r _ _ _ _

Exercise 2

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. Learning Spanish was a **gradual** process for me.
   ___ b. The boy **retired** his mother.
2. ___ a. The bottle fell and broke in an **instant**.
   ___ b. I **accomplish** sleeping before I go to bed.
3. ___ a. Four is the **approximate** number of forty.
   ___ b. The old man **retired** from his job.
4. ___ a. It is not always easy to **accomplish** hard goals.
   ___ b. The racecar won by going at a **gradual** speed.
5. ___ a. Peanuts are an **instant** to grow and eat.
   ___ b. His **approximate** height is two meters.

Exercise 3

Fill in the blanks with the correct words from the word bank.

WORD BANK

barrier recognition failure elementary immigrant

My new friend is an 1_____ who came from Italy. He goes to the same 2_____ school that I do. He does not know many English words. Having to learn new words is a hard 3_____ for him to get past. When he says things wrong, he feels like a 4_____. I tell him not to worry. Soon he will know English very well. When I help him learn, he is happy and gives me 5_____ for my good deed.

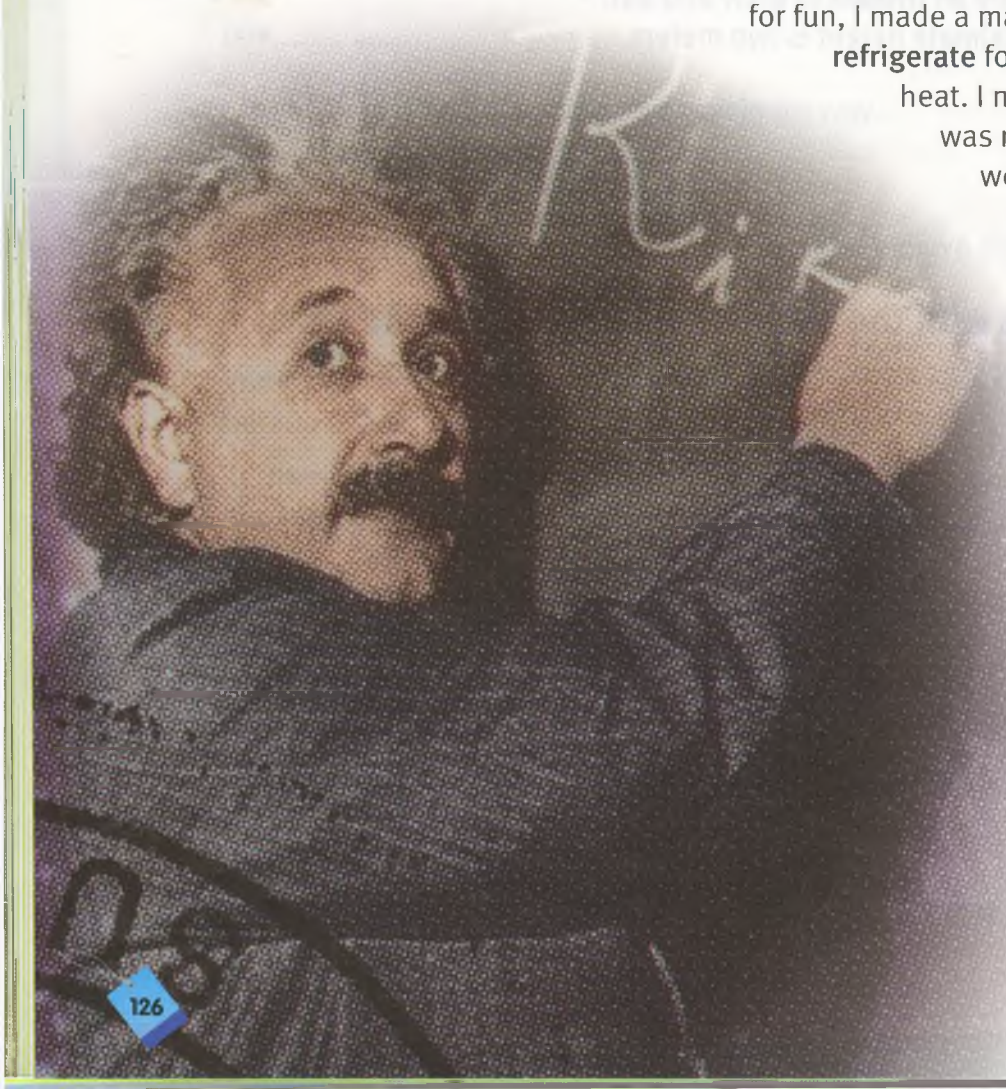
Albert Einstein

My name is Albert Einstein. Many people know about the great things I've **accomplished**. But I had many **barriers** before I became famous.

I was born in Germany. When I was in **elementary** school, I already knew about math and **statistics**. When I was a boy, I **pretended** to be a great scientist. I loved school, but my life at home was hard. My father lost his job, so my family lived in **poverty**. We could not pay the **rent** in Germany. We became **immigrants** and went to Italy. I finished high school and went to college in Switzerland.

After college, I began writing about science. I did not reach success in an **instant**, though. At first, other scientists did not **approve** of my work. They thought I was a **failure**. Rising to the **rank** of an admired scientist was a **gradual** process. Soon, people started to notice that I was right. At last, I began to get some **recognition**.

I showed how to find the **approximate** size of very big things, like stars. I also **detected** and explained the movement of very small things, like atoms. And for fun, I made a machine that could **refrigerate** food by **inserting** heat. I never **retired**. It was my **duty** to keep working. I overcame many hard times, and I will be remembered for my important works.



Reading Comprehension

Answer the questions.

1. What is this story about?
   a. How Einstein got instant recognition
   b. Why Einstein was a failure at first
   c. How Einstein got past barriers to accomplish many great things
   d. Why Einstein pretended to be sick while in elementary school

2. Why did Einstein's family become immigrants?
   a. They were unhappy about new developments in math and statistics.
   b. They couldn't pay their rent in Germany and had to leave.
   c. His parents didn't want him to stay in school.
   d. They wanted Einstein to go to college in Switzerland.

3. Why was Einstein's rise in the ranks of scientists gradual?
   a. Einstein did not write down his ideas.
   b. Einstein's ideas could not be proven.
   c. Other scientists already knew about his ideas.
   d. Other scientists didn't approve of his ideas at first.

4. According to the passage, all the following are true about Einstein EXCEPT _____.
   a. he found the approximate size of stars
   b. he refrigerated food by inserting heat as a power source
   c. he had a duty to retire
   d. he detected the movement of atoms

5. Why did Albert's family live in poverty?

   _____

   _____

UNIT 21

Word List

astronaut [ǽstrənɔ̀:t] *n.*

An **astronaut** is a person that goes into outer space.

→ *The **astronaut** was walking on the moon.*

awake [əwéik] *adj.*

When you are **awake**, you are not asleep.

→ *Sometimes I lay **awake** in bed because I am not tired.*

courage [kə́:ridʒ] *n.*

When you have **courage**, you are not afraid.

→ *The man had the **courage** to touch the lion.*

float [flout] *v.*

To **float** is to move on top of water without sinking.

→ *The boy's toy boat **floated** in the pool.*

grant [grænt] *v.*

To **grant** something is to allow someone to have it.

→ *The teacher **granted** us a break after studying hard all day.*

gravity [grǽvəti] *n.*

Gravity is the force that makes things fall to Earth.

→ *There is no **gravity** in space.*

jewel [dʒú:əl] *n.*

A **jewel** is a beautiful stone that is worth a lot of money.

→ *A diamond is one of the most expensive **jewels** in the world.*

miner [máinər] *n.*

A **miner** is a person who works in a mine.

→ *The **miner** was looking for gold.*

mineral [mínərəl] *n.*

A **mineral** is a type of substance found in the Earth.

→ *Rocks are made up of different kinds of **minerals**.*

participate [pɑ:rtísəpèit] *v.*

To **participate** is to take part in something.

→ *The students **participated** in the school play.*

permission [pəːrmíʃən] *n.*

Permission means the act of allowing the doing of something.
→ *I have **permission** to drive my mom's car.*

pour [pɔːr] *v.*

To **pour** a liquid means to make it come out of a container.
→ *I **poured** some milk into my sister's cup.*

presence [prézəns] *n.*

Someone or something's **presence** is the fact they are there.
→ *The **presence** of dark clouds meant it would rain.*

raw [rɔː] *adj.*

If a material is **raw**, it is natural and has not been processed.
→ *The company dumped **raw** sewage into the river.*

satellite [sætəlàit] *n.*

A **satellite** is something that is sent into space to get information.
→ *The **satellite** was traveling around the earth.*

scale [skeil] *n.*

The **scale** of something is its size, especially when it is very large.
→ *I was surprised by the **scale** of the buildings in the downtown area.*

skip [skip] *v.*

To **skip** something is to not do it.
→ *He **skipped** work to get more sleep.*

stretch [stretʃ] *v.*

To **stretch** is to make your arms or legs reach out.
→ *She **stretched** her body before exercising.*

telescope [téləskòup] *n.*

A **telescope** is a tool people use to look at the stars.
→ *With a **telescope**, you can see the moon and stars easily.*

underground [ʌ́ndərgràund] *adv.*

When something is **underground**, it is below the surface of the Earth.
→ *Subway trains travel **underground**.*

Exercise 1

Choose the right definition for the given word.

1. permission
   a. to not be scared
   b. the act of allowing the doing of something
   c. to not be asleep
   d. something sent into space

2. scale
   a. size
   b. below the earth
   c. a chemical
   d. an expensive stone

3. courage
   a. to be alert
   b. the act of allowing the doing of something
   c. to take part in an activity
   d. bravery

4. satellite
   a. to not do something
   b. something sent into space
   c. to take part in an activity
   d. the act of allowing the doing of something

5. pour
   a. a chemical in the earth
   b. a tool for looking
   c. to move liquid
   d. to be afraid

6. raw
   a. a tool for looking
   b. natural
   c. a man in space
   d. something in a place

7. telescope
   a. a tube for water
   b. a spirit
   c. a tool for looking
   d. a man in space

8. awake
   a. to not do something
   b. not asleep
   c. not afraid
   d. the act of allowing the doing of something

9. gravity
   a. a chart of numbers
   b. a spirit
   c. to move on top of water
   d. a powerful force

10. presence
    a. a man in space
    b. a worker in a mine
    c. a spirit
    d. the fact of being present

Exercise 2

Choose the word that is a better fit for each sentence.

1. **angels / astronauts**
   The movie had _____ flying in heaven and singing beautiful songs.
   I watched a TV show about how people trained to become _____.
2. **participate / satellite**
   Russia was the first country to send a _____ into space.
   The teacher asked all of us to _____ in writing the story.
3. **grants / permission**
   My mother gave me _____ to attend the party.
   The man at the door _____ people permission to enter the building.
4. **jewels / minerals**
   We are studying _____ that we use in everyday life.
   The woman keeps her _____ in a safe place.
5. **telescope / pipe**
   The water _____ broke, and now the street is flooded.
   Thomas got a _____ from his grandfather on his birthday.

Exercise 3

Fill in the blanks with the correct words from the word bank.

WORD BANK

jewel participate permission underground awake

One day I saw an ad in the newspaper. It was for a treasure hunt in some 1_____ caves. I really wanted to 2_____, but I had to get my parents' 3_____. They said I could do it. The night before the hunt, I was 4_____ all night long. I kept wondering what we'd be looking for. Maybe it would be a big 5_____ or gold. When I got to the hunt, there were a lot of other kids there. We were given maps. Each map led to a different place. My treasure turned out to be a book called *Treasure Island*. I was a little disappointed. But I had fun looking for it!

From the Earth to the Stars

Jeremy was from a family of **miners**. Like them, he worked **underground** during the day. His job was to gather **raw minerals** and **jewels**. Each night after work, he lay **awake** in an open field. With his **telescope**, he looked at the stars. He was amazed by the **scale** of space. He wished someday he might travel there.

One day there was an accident in the mine. Water **poured** into the mine. Everything was dark. Jeremy **stretched** out and grabbed a piece of wood. It kept him from sinking. Jeremy felt a **presence** nearby.

"I am an angel," said a voice.

"What?" Jeremy exclaimed.

"You must never come underground again. Have the **courage** to make your wishes come true."

For a long time he **floated** in silence. Then he heard other voices. The other miners were coming to rescue him.

The next day Jeremy **skipped** work. He decided to become an **astronaut**. For the next two years, he studied hard. One day, he was given **permission** to **participate** in a mission to space. His wish had been **granted**.

His spaceship left the ground. It went higher until there was no more **gravity**. He saw **satellites** floating next to the ship.

Then Jeremy saw a beautiful angel outside his spaceship. It smiled at Jeremy. For some minutes, Jeremy could not speak. Finally, he said, "Thank you."

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why satellites are useful
   b. How a man escaped gravity
   c. Why a telescope is a useful thing
   d. How a miner became an astronaut

2. Why did Jeremy stop going underground?
   a. It kept him awake all night long.
   b. He could not find any jewels or minerals.
   c. An angel told him to stop working there and make his dreams come true.
   d. He stopped having the courage to skip work.

3. In the second paragraph, we can infer that Jeremy _____.
   a. did not know how to float
   b. could not see the angel
   c. broke the pipe by accident
   d. felt the presence of the workers

4. According to the passage, all the following are true EXCEPT _____.
   a. Jeremy was granted permission to leave the mine
   b. Jeremy used a telescope to watch the stars
   c. Jeremy stretched out to grab the wood
   d. Jeremy was amazed by the scale of space

5. What did Jeremy participate in after finishing astronaut school?

   _____

   _____

UNIT 22

Word List

alarm [əlɑ́:rm] *n.*

An **alarm** is something that warns people of danger.
→ *When the students heard the fire **alarm**, they left the building.*

apart [əpɑ́:rt] *adv.*

When people or things are **apart**, they are not close together.
→ *The couple decided to live **apart** from each other.*

arrest [ərést] *v.*

To **arrest** someone means to catch them for doing something bad.
→ *The man was **arrested** for breaking the law.*

award [əwɔ́:rd] *n.*

An **award** is a prize someone gets for doing something well.
→ *He got an **award** for having the best grades in class.*

breed [bri:d] *n.*

A **breed** is a group of animals within a species.
→ *I like small dog **breeds**, such as terriers.*

bucket [bʌ́kit] *n.*

A **bucket** is a round container to put things in.
→ *I filled the **bucket** with water.*

contest [kɑ́ntest] *n.*

A **contest** is a game or a race.
→ *The girls had a **contest** to see who could jump higher.*

convict [kənvíkt] *v.*

To **convict** someone means to prove that they did a bad thing.
→ *He was **convicted** of the crime and sent to jail.*

garage [gərɑ́:ʒ] *n.*

A **garage** is the part of a house where people put their cars.
→ *My car does not get dirty because I keep it in the **garage**.*

journalist [dʒə́:rnəlist] *n.*

A **journalist** is a person who writes news stories.
→ *The **journalist** took notes for a story he was writing.*

pup [pʌp] *n.*

A **pup** is a young dog.

→ *All the girl wanted for her birthday was a **pup**.*

qualify [kwɑ́ləfài] *v.*

To **qualify** is to get, or to be declared, adequate or good enough.

→ *He **qualified** to go to the final match by beating the opponent.*

repair [ripɛ́ə:r] *v.*

To **repair** something is to fix it.

→ *I **repaired** the flat tire on my car.*

resume [rizú:m] *v.*

To **resume** something means to start it again after taking a break.

→ *I put the newspaper down to eat breakfast. Then I **resumed** reading.*

rob [rɑb] *v.*

To **rob** a person or place is to take their property by using force.

→ *A thief has **robbed** me of my passport.*

slip [slip] *v.*

To **slip** means to slide and fall down.

→ *The man **slipped** on the wet floor.*

somewhat [sʌ́mhwʌ̀t] *adv.*

Somewhat means to some degree, but not to a large degree.

→ *James was **somewhat** upset when he had to move some boxes.*

stable [stéibl] *adj.*

When something is **stable**, it will not fall over.

→ *The chair is **stable**. Its legs are strong.*

tissue [tíʃu:] *n.*

A **tissue** is a soft piece of paper people use to wipe their noses.

→ *There was a box of **tissue** on the table.*

yard [jɑ:rd] *n.*

A **yard** is the ground just outside of a person's house.

→ *The girls jumped rope in the **yard**.*

Exercise 1

Part A Choose the right definition for the given word.

1. repair
   a. to fix
   b. to start after a break
   c. to slide and fall
   d. to catch a bad person

2. tissue
   a. a soft paper
   b. a machine that blows air
   c. a news writer
   d. a container with wheels

3. pup
   a. a place for a car
   b. a prize
   c. a baby dog
   d. a game or race

4. resume
   a. to slide and fall
   b. to start after a break
   c. to prove
   d. to fix

5. stable
   a. a little bit
   b. a place for a car
   c. type of animal
   d. will not fall

Part B Choose the right word for the given definition.

1. a place to put a car
   a. stable b. bucket c. alarm d. garage

2. to prove someone did a bad thing
   a. somewhat b. repair c. convict d. resume

3. not close together
   a. apart b. arrest c. slip d. qualify

4. a type of animal
   a. tissue b. breed c. yard d. contest

5. a news writer
   a. pup b. journalist c. award d. qualify

Exercise 2

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. Be careful not to **slip** on the ice.
   ___ b. I hope my **yard** is ready to eat.

2. ___ a. I made a cake with my **stable**.
   ___ b. The man **robbed** the store of over 200 dollars.

3. ___ a. The boy carried sand in his **bucket**.
   ___ b. He used the **contest** to clean the floor.

4. ___ a. The **award** for winning the game is a new toy.
   ___ b. The boy pulled the car **apart** by washing it.

5. ___ a. The mother **arrested** dinner for her family.
   ___ b. An **alarm** sounds to warn us of a fire.

6. ___ a. The **stable** tree did not fall in the wind.
   ___ b. She **slipped** the table after dinner.

7. ___ a. My dog likes to play in the **yard**.
   ___ b. The man was upset after he **robbed** himself.

8. ___ a. I fell down and got hurt as an **award**.
   ___ b. I won the **contest** because I was the fastest runner.

9. ___ a. China and Mexico are far **apart**.
   ___ b. The **alarm** washed away the dirt.

10. ___ a. The **bucket** wrote down every word.
    ___ b. If you steal, the police will **arrest** you.

The Farm Festival

Once there was a farm. Many animals lived there. One day, they had a **contest** in the **yard**. They were going to race from the barn to the farmer's **garage**. The barn and the garage were far **apart**. It would be a long race. The winner **qualified** to win a bag full of apples as an **award**.

But the race did not start well. The cart with all the apples was not **stable**, and the animals had to **repair** it. Then the **pup** knocked over the apples. The pig yelled, "We are going to **slip**! We must clean up this mess." The pup felt bad, and she began to cry. The dog gave her a **tissue** to wipe her tears.

Then the race **resumed**. But the duck tried to **rob** them and take all the apples. The cat said, "I will have you **arrested**!" The duck said, "You can't **convict** me! You can't prove I took it." The race stopped yet again.

The animals tried to race one more time. Then they heard an **alarm** coming from the barn. There was a fire! They got **buckets** of water to put out the fire. A **journalist** came to write a story about the festival and the race. The horse told her, "I am a special **breed** of horse. I would have won the race easily." The pig said, "It was **somewhat** hard to have the race. But we had fun. That is what's important!"

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why contests have awards
   b. How a special breed of racehorse would've won the race
   c. Why animals have to repair things on a farm
   d. How animals had trouble during a race

2. When the cart with the apples fell over, why did the animals stop running?
   a. Because they did not want to slip on the apples
   b. Because they had to find tissue
   c. Because they did not want to resume the race
   d. Because the yard was far apart

3. What did the duck do wrong?
   a. He was arrested and convicted of stealing a bag of money.
   b. He stole the bucket.
   c. He tried to steal the award.
   d. He set the garage on fire.

4. According to the passage, all the following are true EXCEPT _____.
   a. the alarm sounded when there was a fire
   b. the animals were somewhat angry
   c. the cart was not stable
   d. a journalist wrote about the festival

5. How far was the race going to be?

   _____

   _____

UNIT 23

Word List

alike [əlάik] *adj.*

If two things or people are **alike**, they are similar in some way.

→ *People often think my sister and I look **alike**.*

annoy [ənɔ́i] *v.*

To **annoy** someone means to bother them.

→ *The flies buzzing around John's head **annoyed** him very much.*

architecture [ά:rkətèktʃər] *n.*

Architecture is the style or way a building is made.

→ *The **architecture** of the church is amazing.*

artificial [à:rtəfíʃəl] *adj.*

If something is **artificial**, it is made to look like something natural.

→ *That soccer field has **artificial** grass, but it looks real.*

chain [tʃein] *n.*

A **chain** is a series of connected loops often used to keep things in place.

→ *The scary dog was secured with a **chain**.*

distinct [distíŋkt] *adj.*

If something is **distinct**, it is easily noticed or different from other things.

→ *That girl has **distinct** pink hair.*

distinguish [distíŋgwiʃ] *v.*

To **distinguish** is to recognize differences between things.

→ *The twins look exactly the same. It is hard to **distinguish** between them.*

dust [dʌst] *n.*

Dust is very tiny pieces of dirt or other matter.

→ *In the old house, the **dust** was thick on the floor and chairs.*

excitement [iksάitmənt] *n.*

Excitement means to feel a lot of happiness about something.

→ *Did you see the **excitement** in her when the team scored?*

heal [hi:l] *v.*

To **heal** means to make a part of the body healthy again after injury.

→ *After my broken arm **heals**, I can play baseball again.*

inherit [inhérit] *v.*

To **inherit** is to get something from someone who has died.

→ *She **inherited** her mother's gold earrings.*

manner [mǽnəːr] *n.*

A **manner** is the way someone does something.

→ *His **manner** of not looking at someone while speaking, is a bit rude.*

mount [maunt] *v.*

Something **mounts** when it becomes stronger over time.

→ *His fear **mounted** as the monster crawled out from under his bed.*

roof [ruːf] *n.*

A **roof** is the outside top part of a building.

→ *The **roof** was covered with snow.*

shortage [ʃɔ́ːrtidʒ] *n.*

A **shortage** is a lack of something you need or want.

→ *Since there was a **shortage** of food, people were hungry.*

solid [sɑ́lid] *adj.*

If something is **solid**, it is made of firm material.

→ *The safe looked to be quite **solid**.*

stock [stɑk] *n.*

A **stock** is a stored amount of something.

→ *They keep a **stock** of rice so they'll always have something to eat.*

substance [sʌ́bstəns] *n.*

A **substance** is any specific material or mixture of materials.

→ *Water is an important **substance** for all living things.*

tomb [tuːm] *n.*

A **tomb** is a grave where a dead person is buried.

→ *Their whole family is buried inside the **tomb**.*

wound [wuːnd] *n.*

A **wound** is an injury to the body.

→ *He had many **wounds** after the car accident.*

Exercise 1

Part A Choose the word that is a better fit for each sentence.

1. **architecture / substance**
   The airport's _____ consisted of large curved windows and wide hallways.
   If you mix water and flour, you will create a sticky _____.

2. **alike / artificial**
   Because they had plastic leaves, the flowers were clearly _____.
   Though they were made in different years, those cars look _____.

3. **shortage / stock**
   They need a large _____ of wood to burn in the winter.
   The water _____ left several areas with nothing to drink.

4. **distinct / distinguish**
   The _____ smell of fresh cookies came from our house.
   I couldn't _____ which of the black bags was mine.

5. **roof / tomb**
   The cat slowly walked across the steep _____.
   They laid the body inside the cold dark _____.

Part B Choose the right word for the given definition.

1. the top of a building
   a. dust b. roof c. tomb d. chain

2. an injury to the body
   a. substance b. distinct c. wound d. artificial

3. a feeling of happiness
   a. excitement b. inherit c. manner d. architecture

4. a stored amount
   a. shortage b. manner c. alike d. stock

5. someone who steals
   a. annoy b. excitement c. mount d. thief

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The lawyer said that Jane would <u>be given</u> her uncle's house after he died.
   inhe ____
2. The police thought my brother was a <u>person who steals</u>.
   thi ___
3. The wind blew the <u>tiny pieces of dirt</u> along the street.
   d ____
4. Tom used a <u>series of connected loops</u> to pull his truck.
   ch ____
5. The bandages helped the cut on his arm to <u>become well after injury</u>.
   h ____
6. The fall left a painful <u>injury</u> to my left leg.
   wo ____
7. Their excitement continued to <u>grow stronger</u> as they talked about the vacation.
   m _____
8. My sister likes to <u>bother</u> me when I'm sleeping.
   a _____
9. His head is so hard. It feels like it's made out of <u>firm</u> steel.
   s _____
10. She explained the homework in a calm <u>way</u>.
    m _____

The Clever Thief

A new king **inherited** a lot of gold. He loved his gold very much. He even wanted to keep it after he died. Therefore, he had a large **tomb** built for himself and his riches.

However, the tomb's builder had a plan. Most of the stones were **solid**, but he put one special stone on the **roof**. It was made of a lighter **substance**.

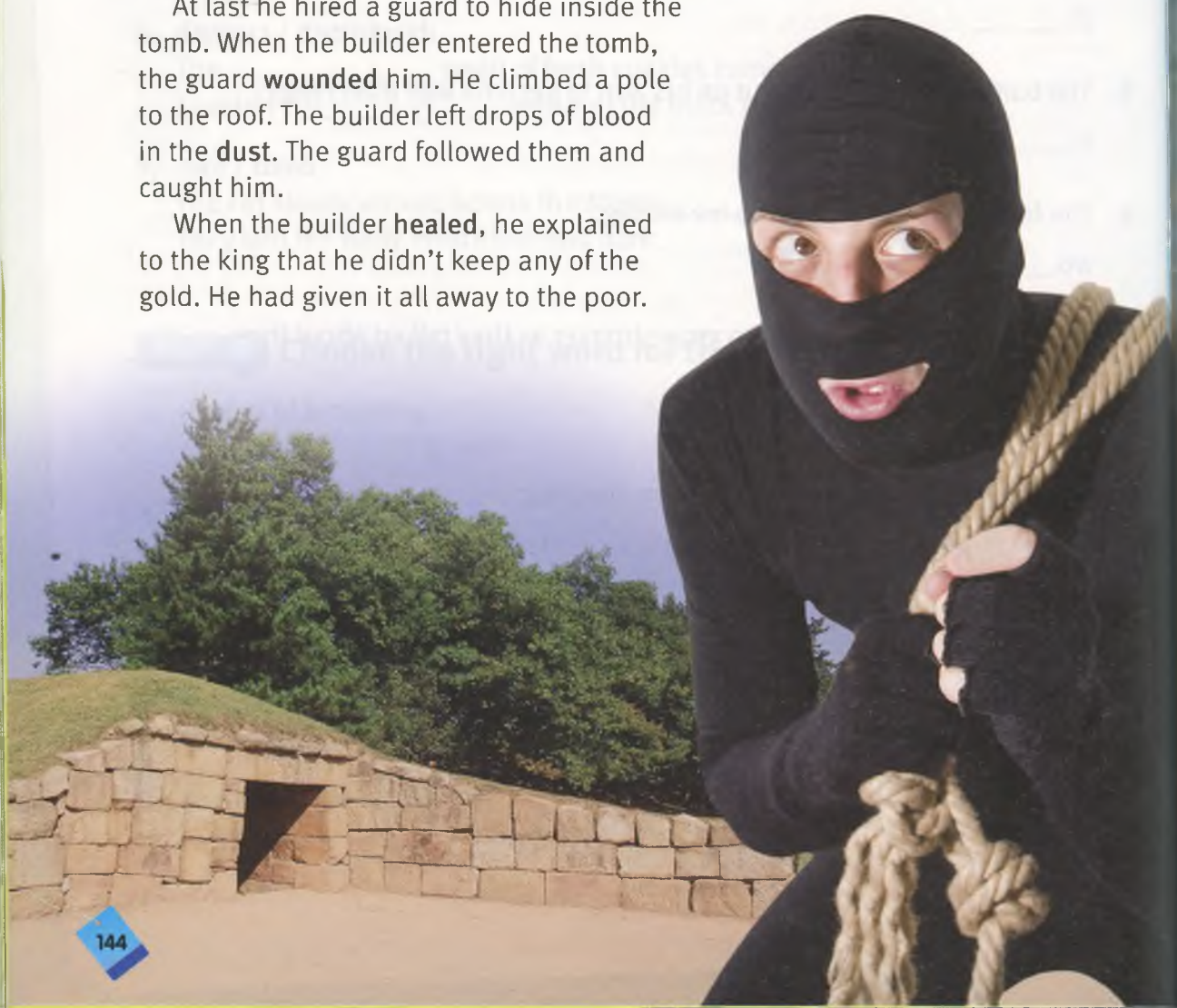
When the tomb was done, the king moved in his **stock** of gold. One night, the builder went to the tomb. His **excitement mounted**. Because all the stones looked **alike**, he had left a **distinct** mark on the **artificial** block. The mark helped him **distinguish** the difference in the **architecture**.

The builder lifted the stone. Using a **chain**, he climbed into the tomb. He filled his pockets with gold.

The builder followed this **manner** night after night. Soon, the king noticed a **shortage** in his gold. This **annoyed** the king.

At last he hired a guard to hide inside the tomb. When the builder entered the tomb, the guard **wounded** him. He climbed a pole to the roof. The builder left drops of blood in the **dust**. The guard followed them and caught him.

When the builder **healed**, he explained to the king that he didn't keep any of the gold. He had given it all away to the poor.



Reading Comprehension

Answer the questions.

1. What is this story about?
   a. The manner in which a king inherited his riches
   b. Different kinds of architecture
   c. How a builder tricked a king
   d. Why a tomb had a large pole

2. What distinguished the artificial block from the real blocks?
   a. A distinct mark on one of the blocks
   b. The different color of its substance
   c. The amount of dust on it
   d. The solid gold pieces in it

3. How did the king know his gold was missing?
   a. He found a chain in the tomb.
   b. There was a hole in the roof.
   c. There was a shortage of guards.
   d. His stock of gold had decreased.

4. The builder was caught because _____.
   a. he and another man looked alike
   b. he mounted the wrong tomb
   c. a guard wounded him
   d. he stopped to heal the king's wound

5. Why was the king annoyed?

   _____

   _____

UNIT 24

Word List

bath [bæθ] *n.*

A **bath** is water in a tub. People take a bath to get clean.

→ *After playing in the dirt, the boy took a **bath**.*

bend [bend] *v.*

To **bend** is to move something so it is not straight.

→ *Lee **bent** over and picked up the paper on the ground.*

chew [tʃu:] *v.*

To **chew** is to move your mouth to break up food.

→ *I always **chew** my food carefully before swallowing it.*

disabled [diséibəld] *adj.*

When a person is **disabled**, they cannot do what a normal person can do.

→ *The **disabled** man used a wheelchair to move around.*

fantastic [fæntǽstik] *adj.*

If something is **fantastic**, it is really good.

→ *The student did a **fantastic** job on his project and got an award.*

fiction [fíkʃən] *n.*

Fiction is a story that is not true.

→ *I enjoy reading works of **fiction** because they are very entertaining.*

flag [flæg] *n.*

A **flag** is a piece of colored cloth that represents something.

→ *Our country has a beautiful **flag**.*

inspect [inspékt] *v.*

To **inspect** is to look at something carefully.

→ *The mechanic **inspected** our car to see if it had any problems.*

journal [dʒə́:rnəl] *n.*

A **journal** is a type of magazine that deals with an academic subject.

→ *Mi-young was busy working on an article for an art **journal**.*

liquid [líkwid] *n.*

A **liquid** is a substance that is neither solid nor gas.

→ *Water is the most important **liquid** for life.*

marvel [mɑ́:rvəl] *v.*

To **marvel** at something is to feel surprise and interest in it.
→ *We **marveled** at her excellent piano playing.*

nutrient [n(j)ú:triənt] *n.*

A **nutrient** is something that a living thing needs to keep it alive.
→ *Vegetables are full of important **nutrients**.*

overcome [òuvərkʌ́m] *v.*

To **overcome** a problem is to successfully fix it.
→ *She **overcame** her shyness and spoke in front of the class.*

recall [rikɔ́:l] *v.*

To **recall** something is to remember it.
→ *She was trying to **recall** what she had told her friend.*

regret [rigrét] *v.*

To **regret** something is to wish that it didn't happen.
→ *I **regret** that I was mean to my sister.*

soul [soul] *n.*

A **soul** is a person's spirit.
→ *Some people believe that the **soul** lives after the body dies.*

sufficient [səfíʃənt] *adj.*

When something is **sufficient**, you have enough of it.
→ *After eating a **sufficient** amount of food, I left the table.*

surgery [sə́:rdʒəri] *n.*

Surgery is medical treatment when the doctor cuts open your body.
→ *I needed **surgery** to repair my leg after the accident.*

tough [tʌf] *adj.*

If something is **tough**, it is difficult.
→ *The man passed his driving test even though it was very **tough**.*

tube [t(j)u:b] *n.*

A **tube** is a pipe through which water or air passes.
→ *The pile of **tubes** was going to be put in the ground.*

Exercise 1

Check (√) the better response for each question.

1. Why do you look so clean?
   ___ a. I was using a journal. ___ b. I just took a bath.
2. Can you touch your toes?
   ___ a. I marvel at my abilities. ___ b. No, I can't bend that far.
3. Do you remember the movie we saw together?
   ___ a. Yes, I recall it was wonderful. ___ b. No, I think it was fiction.
4. What do you think we need for our classroom?
   ___ a. We should have a flag in the corner.
   ___ b. Yes, I think it is fantastic.
5. How do you feel about your new car?
   ___ a. It uses sufficient gas. ___ b. I regret buying it.

Exercise 2

Fill in the blanks with the correct words from the word bank.

WORD BANK

chew inspected nutrients overcome surgery

Franklin felt pain in his stomach. The doctor 1_____ him to find the cause. His doctor said Franklin needed to 2_____ his food more slowly. If he did, he could get all the 3_____ he needed. It would also help him 4_____ his pain. If Franklin didn't listen, the doctor would have to perform 5_____.

Exercise 3

Check (√) the one that suits the blank naturally.

1. When you want to learn about history, _____.
   ___ a. you should read an academic journal
   ___ b. you should read fiction

2. In front of a government building, _____.
   ___ a. there is usually a flag ___ b. there are usually baths

3. When people die, _____.
   ___ a. they have to get surgery ___ b. their soul goes to heaven

4. A lot of people eat too quickly. _____.
   ___ a. They hardly chew their food ___ b. They only drink liquids

5. The movie was better than we imagined. _____.
   ___ a. It was sufficient ___ b. It was fantastic

6. This is an important decision. _____.
   ___ a. I feel like I need to bend forward
   ___ b. I don't want to have to regret making a mistake

7. Before you buy a car, _____.
   ___ a. marvel at it ___ b. inspect it carefully

8. After the accident, _____.
   ___ a. Ali was disabled ___ b. Ali had a tube

9. Memorize this address, _____.
   ___ a. then you will feel tough
   ___ b. so you will be able to recall it in the future

10. He climbed the mountain _____.
    ___ a. and overcame his fear of heights
    ___ b. to get more nutrients

The Doctor's Cure

James Fry was a **fantastic** doctor. His **surgeries** helped many **disabled** people **overcome** their injuries. He also wrote for a popular medical **journal**. James was very busy. His son, Steve, rarely saw him.

One day, James was walking and **inspecting** a patient's file. There was water all over the floor. James slipped on the **liquid** and fell. He fell on a broken glass **tube**. He was hurt.

Steve came to visit him in the hospital. James said, "It will be **tough** for me to stay in bed. But I can hardly **bend** my legs."

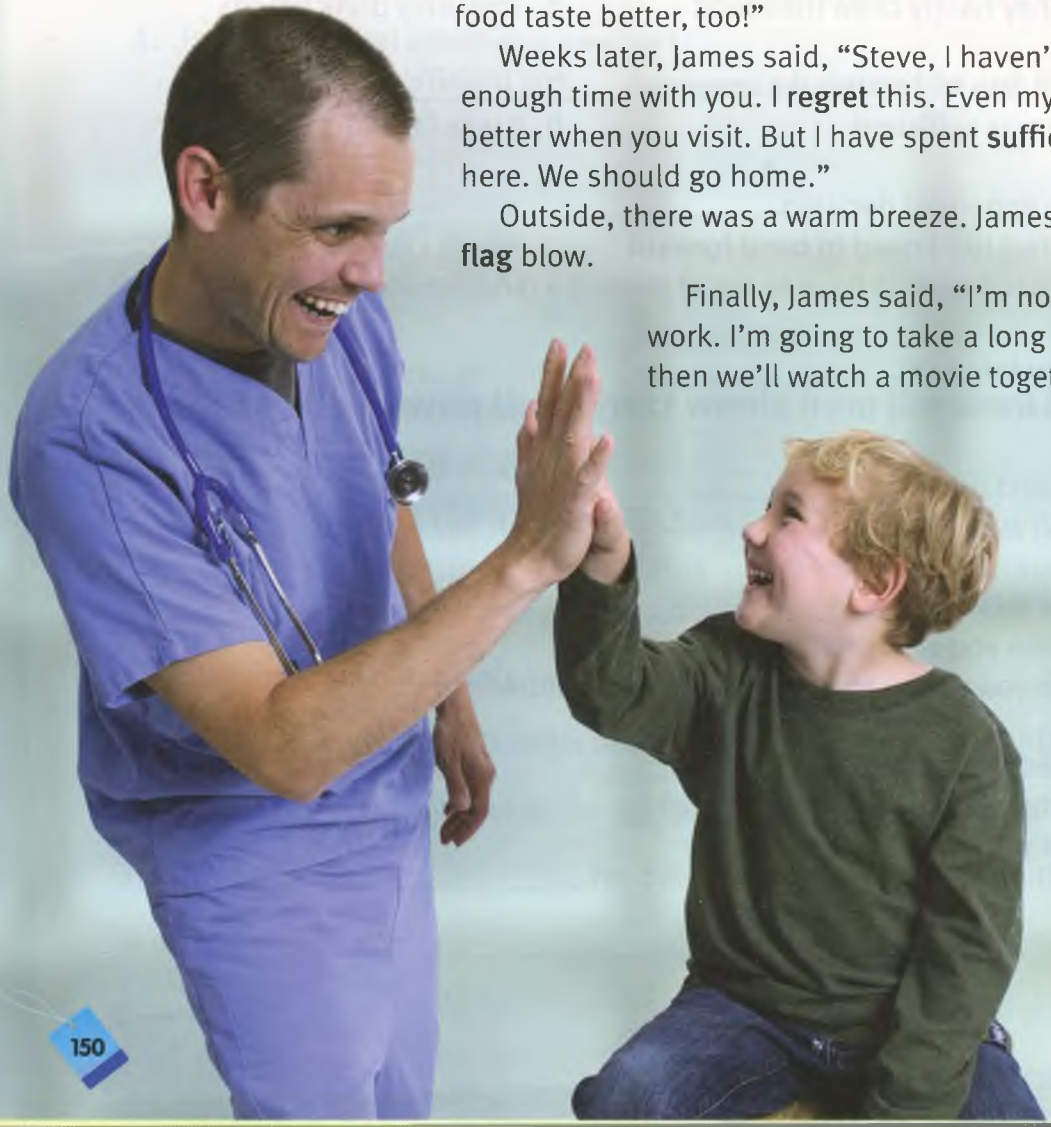
"Then let's watch a movie." Steve said. It made them laugh together. Steve said, "I have to leave, but here's some **fiction** to read."

James started to **recall** fun parts of life. He **marveled** at small things, like food. He was too busy to notice them before. "Steve," he said, "you get more **nutrients** when you **chew** slowly. But I think it makes food taste better, too!"

Weeks later, James said, "Steve, I haven't spent enough time with you. I **regret** this. Even my **soul** feels better when you visit. But I have spent **sufficient** time here. We should go home."

Outside, there was a warm breeze. James watched a **flag** blow.

Finally, James said, "I'm not ready to work. I'm going to take a long **bath**. And then we'll watch a movie together."



Reading Comprehension

Answer the questions.

1. What is this story about?
   a. A doctor who needs surgery
   b. A boy with a fantastic comedy video
   c. A doctor who recalls fun things
   d. A disabled boy who overcomes injuries

2. What does James notice now that he isn't busy?
   a. Food tastes better when you chew it slowly.
   b. Reading fiction is tough.
   c. He regrets not working more.
   d. His soul feels worse than before.

3. How did James get hurt?
   a. He didn't get enough nutrients.
   b. He slipped and fell on a broken tube.
   c. He didn't spend sufficient time at the hospital.
   d. He slipped on liquid after a bath.

4. What does James do when he leaves the hospital?
   a. He inspects a patient's file.
   b. He shows Steve that he can bend his legs.
   c. He watches a flag blow in the breeze.
   d. He marvels at the taste of food.

5. What did the movie do to James and Steve?

   _____

   _____

UNIT 25

Word List

admit [ədmít] *v.*

To **admit** something means to say that it is true.

→ *I had to **admit** that I stole his idea.*

bin [bin] *n.*

A **bin** is a container that holds things.

→ *He put his trash in the **bin**.*

bowl [boul] *n.*

A **bowl** is a deep, round dish that holds food or liquid.

→ *I ate a **bowl** of cereal for breakfast.*

cabin [kæbin] *n.*

A **cabin** is a small house made of wood.

→ *My grandfather owns a small **cabin** in the country.*

cash [kæʃ] *n.*

Cash is money in the form of paper or coins.

→ *I was able to save up enough **cash** to buy my mother a gift.*

criminal [krímənl] *n.*

A **criminal** is a person who does something against the law.

→ *The police made sure the **criminal** couldn't move his hands.*

dozen [dʌ́zən] *n.*

A **dozen** is a group of twelve things.

→ *Mom brought home a **dozen** donuts for us as a treat.*

elder [éldər] *adj.*

An **elder** is a person who is older than the people around them.

→ *Uncle Ray is my **elder** so I always try to be respectful.*

facial [féiʃəl] *adj.*

If something is **facial**, it is related to a person's face.

→ *I could tell from his **facial** features that he was angry.*

fence [fens] *n.*

A **fence** is a structure around a house or field.

→ *The **farmer** put up a fence so that no one could walk on her field.*

inspire [inspáiər] *v.*

To **inspire** means to make a person want to do something.
→ *I was **inspired** to write a poem after watching the sunrise.*

mere [miər] *adj.*

When something is **mere**, it is small or not important.
→ *We lost the game by a **mere** two points.*

neat [ni:t] *adj.*

If something is **neat**, it is very clean or organized well.
→ *My sister always keeps her bedroom very **neat**.*

occasion [əkéiʒən] *n.*

An **occasion** is a time when something important happens.
→ *Her graduation was an **occasion** to have a good time.*

penalty [pénəlti] *n.*

A **penalty** is a punishment, given when someone breaks a rule or law.
→ *I had to pay a $100 **penalty** for parking in the wrong spot.*

rude [ru:d] *adj.*

When someone is **rude**, they are mean and not polite.
→ *The children at the bus stop were very **rude**.*

settle [sétl] *v.*

To **settle** a problem means to end it by finding a solution.
→ *It took three of our best executives all day to **settle** the problem.*

vehicle [ví:ikəl] *n.*

A **vehicle** is a thing that moves people or things to another place.
→ *A ferry is a **vehicle** that takes people from one island to another.*

wallet [wálit] *n.*

A **wallet** is a thing that holds money and fits in a pocket.
→ *I keep my money in a **wallet**.*

yell [jel] *v.*

To **yell** is to say something very loudly.
→ *The coach **yelled** at his team for their poor performance.*

Exercise 1

Choose the right word for the given definition.

1. a group of twelve
   a. bin b. neat c. cash d. dozen
2. to say loudly
   a. yell b. inspire c. admit d. mere
3. relating to the face
   a. bowl b. facial c. nap d. wallet
4. not polite
   a. settle b. vehicle c. rude d. occasion
5. an older person
   a. criminal b. elder c. penalty d. fence

Exercise 2

Fill in the blanks with the correct words from the word bank.

WORD BANK

mere penalty inspire bowl neat

1. I love sports, and I want to _____ children to play sports, too.
2. Mia's _____ for not stopping at a red light was $50.
3. After he took a shower and got dressed, my brother looked very _____.
4. The cat ate his food out of a black _____.
5. He was only given a _____ five dollars for his hard work.

Exercise 3

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. My beans **yelled** when I dropped them.
   ___ b. I keep all of my money in my **wallet**.

2. ___ a. The **rude** boy always said "please" and "thank you."
   ___ b. The **fence** around the house needed to be painted.

3. ___ a. The **criminal** was sent to jail.
   ___ b. I can **admit** to a race because I am fast.

4. ___ a. The man built a **cabin** in the forest.
   ___ b. The **cash** tasted good tonight.

5. ___ a. The **penalty** for your birthday is a big cake.
   ___ b. The coach kept the footballs in a large **bin**.

6. ___ a. We were nice to the **rude** man, but he was mean to us.
   ___ b. The **wallet** made his dinner taste better.

7. ___ a. The strong **fence** let all of the sheep go into the field.
   ___ b. It was loud at the party, so he had to **yell** for me to hear him.

8. ___ a. When he does something wrong, he always **admits** it.
   ___ b. The mean **cabin** told the boy to go away.

9. ___ a. If you cheat during the game, there will be a **penalty**.
   ___ b. **Criminals** are always nice to people.

10. ___ a. She liked to **bin** her toys.
    ___ b. I do not have enough **cash** to buy a car.

The Criminal

A man had been in jail because he stole things. The **criminal** never felt bad. One day, he escaped and ran into the woods. He found a **cabin** with a **fence**. The cabin was very **neat**. Inside, the criminal found a **bowl** of fruit, a bottle of milk, and a **dozen** eggs. He ate the fruit and drank the milk. But the eggs smelled funny, so he put them in the trash **bin**. Soon, he heard the sound of a **vehicle**'s motor.

An old man came in and saw the criminal. The old man **yelled**, "Why are you in my house?" The criminal lied, "I am a policeman." The old man replied, "I am your **elder**. You cannot fool me. You are the criminal." The criminal's **facial** expression became very sad.

He **admitted** that he was a criminal. He said, "I'm sorry. It was **rude** for me to come into your home. Please take the **cash** from my **wallet**. It is a **mere** amount, but it will **settle** our problem." The old man said, "I do not want your money. I just want to **inspire** you to be good. There will be no **penalty** for taking my food."

On this **occasion**, the criminal realized that he had been bad. He listened to the old man and never stole from anyone ever again.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why elders are smarter than young people
   b. How a criminal changed and learned to be good
   c. Why you should not go to places with fences
   d. Why you should admit when you are rude

2. Why did the old man yell at the criminal?
   a. The old man reported the criminal's penalty to the police.
   b. The old man made an occasion to be bad.
   c. The old man let the criminal go.
   d. The old man took the criminal's money.

3. What did the old man do with the criminal at the end of the story?
   a. The old man reported the criminal's penalty to the police.
   b. The old man made an occasion to be bad.
   c. The old man convinced the thief to never steal again.
   d. The old man took the criminal's money.

4. According to the passage, the criminal did all of the following EXCEPT _____.
   a. he ate the fruit that was in the bowl
   b. he drank the milk that was in the bottle
   c. he heard the motor from the vehicle
   d. he fell asleep in the cabin

5. What did the old man inspire the criminal to do?

   _____

   _____

UNIT 26

Word List

accuse [əkjúːz] *v.*

To **accuse** someone of something is to blame them for doing it.
→ *She **accused** her brother of breaking her computer.*

adjust [ədʒʌ́st] *v.*

To **adjust** something means to change it so it is better.
→ *He **adjusted** the old guitar to make it sound better.*

amuse [əmjúːz] *v.*

To **amuse** someone means to do something that is funny or entertaining.
→ *The singer was very good. She **amused** the crowd.*

coral [kɔ́ːrəl] *n.*

Coral is the hard, colorful material formed by the shells of animals.
→ *The diver admired the beautiful **coral** under the water.*

cotton [kátn] *n.*

Cotton is a cloth made from the fibers of the cotton plant.
→ *I like to wear clothes made from **cotton** in the summer.*

crash [kræʃ] *v.*

To **crash** means to hit and break something.
→ *There was a loud noise when the car **crashed** into the tree.*

deck [dek] *n.*

A **deck** is a wooden floor built outside of a house or the floor of a ship.
→ *A ship will store many supplies below its **deck**.*

engage [engéidʒ] *v.*

To **engage** in something means to do it.
→ *Dad was **engaged** in sawing a piece of wood in half.*

firm [fəːrm] *adj.*

When something is **firm**, it is solid but not too hard.
→ *He sleeps better on a **firm** bed.*

fuel [fjúːəl] *n.*

Fuel is something that creates heat or energy.
→ *Heat is the **fuel** that comes from fire.*

grand [grænd] *adj.*

When something is **grand**, it is big and liked by people.

→ *The **grand** mountain rose high into the sky.*

hurricane [hə:rəkein] *n.*

A **hurricane** is a bad storm that happens over the ocean.

→ *The wind from the **hurricane** bent the palm tree.*

loss [lɔ(:)s] *n.*

A **loss** means the act or an instance of losing something.

→ *I suffered a big **loss** while I was gambling.*

plain [plein] *adj.*

If something is simple, it is **plain** and not decorated.

→ *He bought a pair of **plain** white shoes over the weekend.*

reef [ri:f] *n.*

A **reef** is a group of rocks or coral that rise to or near the ocean.

→ *He walked along the **reef** and looked at the water below.*

shut [ʃʌt] *v.*

To **shut** something means to close it tightly.

→ *Please **shut** the door; the air outside is cold.*

strict [strikt] *adj.*

When someone is **strict**, they make sure others follow rules.

→ *The teacher is **strict**. She does not let students talk in class.*

surf [sə:rf] *v.*

To **surf** means to use a special board to ride on waves in the ocean.

→ *The students went to the beach to **surf** during their vacation.*

task [tæsk] *n.*

A **task** is a piece of work to be done that is usually difficult.

→ *My **task** for the weekend was to clean the entire back yard.*

zone [zoun] *n.*

A **zone** is an area that has different qualities from the ones around it.

→ *Firefighters often work in danger **zones**.*

Exercise 1

Choose the word that is a better fit for each sentence.

1. **cotton / fuel**
   The _____ for the car is gas.
   My favorite shirt is made out of _____.
2. **loss / insure**
   The _____ of his job made Steve worry about money.
   She wanted to _____ that her car was safe, so she locked the door.
3. **coral / reef**
   The boy found a piece of colorful _____ in the ocean.
   That group of rocks coming out of the ocean is a _____.
4. **surfed / amuse**
   Funny stories always _____ me.
   I _____ quite a bit when I was in Hawaii last summer.
5. **task / shut**
   I was given the _____ of editing his entire manuscript.
   Don't forget to _____ the door on your way out.

Exercise 2

Fill in the blanks with the correct words from the word bank.

WORD BANK

accuse grand strict ensure shut

There are 1_____ rules about what people may wear at fancy parties. Instead of normal things, people must 2_____ that they wear 3_____ clothing. If a man wears the wrong clothes, people will 4_____ him of ruining the evening. They will make him leave and 5_____ the door behind him.

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. He blamed me of taking the last piece of pie.
   ac _____
2. The man's bedroom was very simple.
   pla ___
3. The clown likes to entertain children.
   amu ___
4. I need to change the way I run so I can be faster.
   adj ____
5. During their free time, the children did many different activities.
   en _____ in
6. This cloth dress is one of my favorites.
   co _____
7. The bad storm over the ocean almost reached the land.
   hu _____
8. Tightly close the window before the rain starts!
   S ____
9. He will hit something and break his bike if he closes his eyes while riding.
   c _____
10. The army fights in the war area.
    z ____

The Two Captains

Once there were two ships. Both ships carried **cotton**. The captains were very different. Thomas was **strict**. He made his crew **engage** in difficult **tasks**. "Make sure the ship's deck is **firm** and that nothing falls! Put more **fuel** in the tank!" he said. His ship was very **plain**, but he never had a problem with it.

The second captain, William, was not serious. He had a **grand** ship, and he loved having fun. His crew **amused** him by singing and dancing. But his crew never fixed anything on the ship. They just wanted to **surf**.

One day, Thomas saw a **hurricane** ahead. He knew that his ship needed to turn around. But he was sure William did not see the storm. He **adjusted** the dials on the radio and called his friend. Thomas said, "You'll hit the **reef**. It's made completely of **coral**. Turn around to ensure that you do not **crash**."

William said, "We will go under the **deck** and **shut** the door. We will dance and sing until we are past the danger **zone**."

When William's ship got to the hurricane, the wind blew it into the reef. The ship crashed, and water flowed below the deck. William's crew **accused** him of being a bad captain. The **loss** of the ship taught William a lesson. There are times to have fun, but there are also times to be serious.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why surfing amuses William
   b. How Thomas is too strict to be a captain
   c. Why people should be serious sometimes
   d. Why hurricanes form over the ocean

2. Why did Thomas turn his ship around?
   a. He saw the hurricane and did not want to crash.
   b. He wanted to go to the reef.
   c. He could not shut the door.
   d. He wanted to engage in other activities.

3. Why did William's crew accuse him of being a bad captain?
   a. William did not go into the storm's danger zone.
   b. William caused the loss of the ship.
   c. He did not succeed in getting the cotton to its destination.
   d. He ensured his crew that they would not crash.

4. According to the passage, all of the following are true about Thomas EXCEPT _____.
   a. he told his crew to put fuel in the tank
   b. he had his crew make sure the deck was firm
   c. he adjusted the radio dial to call William
   d. he sang and danced to songs from an opera

5. What happened when William's ship reached the hurricane?

   _____

   _____

UNIT 27

Word List

apology [əpɑ́lədʒi] *n.*

An **apology** is something someone says to show that they are sorry.

→ *After arguing with her teacher, the girl wrote the teacher an **apology**.*

bold [bould] *adj.*

If someone is **bold**, they are not afraid of doing something.

→ *The **bold** man climbed the high mountain.*

capture [kæptʃər] *v.*

To **capture** someone or something is to catch them.

→ *James tried to **capture** the bubbles in his hands.*

cardinal [kɑ́:rdənl] *adj.*

If a rule or quality is **cardinal**, then it is the most important one.

→ *Raising your hand in the classroom before you speak is a **cardinal** rule.*

duke [djuːk] *n.*

A **duke** is a man of high social rank but below a king or queen.

→ *The **duke** ruled over the land.*

expose [ikspóuz] *v.*

To **expose** is to make known something that is hidden.

→ *He took off his shirt **exposing** his costume.*

guilty [gílti] *adj.*

If people feel **guilty**, they feel bad for what they did.

→ *I felt **guilty** for taking my sister's cookies.*

hire [haiər] *v.*

To **hire** someone is to pay them money to work for you.

→ *We **hired** a man to paint our house.*

innocent [ínəsnt] *adj.*

If someone is **innocent**, they are not guilty of a crime.

→ *The judge said that the woman was **innocent** of the crime.*

jail [dʒeil] *n.*

Jail is a place where criminals go to be punished.

→ *The thief was caught and sent to **jail** for ten years.*

minister [ministər] *n.*

A **minister** is an important person in government with many duties.
→ *The **minister** of education controls the country's schools.*

ordinary [ɔ́:rdənèri] *adj.*

If someone or something is **ordinary**, they are not special in any way.
→ *Today was just an **ordinary** day. Nothing unusual happened.*

permanent [pə́:rmənənt] *adj.*

If something is **permanent**, it lasts for a long time or forever.
→ *We don't know if Aunt Mildred's visit will be a **permanent** one.*

preserve [prizə́:rv] *v.*

To **preserve** is to protect something from harm.
→ *Dad sprayed a chemical on the house to help **preserve** its looks.*

pronounce [prənáuns] *v.*

To **pronounce** is to say the sounds of letters or words.
→ *Young children often have trouble **pronouncing** words right.*

resemble [rizémbəl] *v.*

To **resemble** someone is to look like them.
→ *The baby **resembles** his father a great deal.*

symptom [símptəm] *n.*

A **symptom** of a bad condition or illness is a sign that it is happening.
→ *Sneezing and a high fever are **symptoms** of the common cold.*

tobacco [təbǽkou] *n.*

Tobacco is a plant whose leaves are smoked, such as in cigarettes.
→ *The **tobacco** in cigarettes is bad for your health.*

twin [twin] *n.*

Twins are two children born at the same time.
→ *My sister and I are **twins**. We look exactly the same.*

witch [witʃ] *n.*

A **witch** is a woman with magical powers.
→ *People think that **witches** fly around on broomsticks.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. The magical woman in the story had a black cat.
   w _____
2. My sister gave me words that showed she was sorry when she broke my radio.
   an apo _____
3. The man went to a place where criminals go for stealing.
   j _____
4. People say I look like my mother.
   re _____
5. Did I say your name correctly?
   p _____

Exercise 2

Fill in the blanks with the correct words from the word bank.

WORD BANK

permanent capture twin resembles ordinary

I have a 1_____ sister who very much 2_____ me. When we were kids, we'd 3_____ fireflies in jars on summer nights. We would stand still and wait for them to light up. Then we'd quickly scoop them into 4_____ glass jars and put the lids on. But the jars were never the bugs' 5_____ homes. We always let them go before we went inside.

Exercise 3

Check (√) the one that suits the blank naturally.

1. It is important that you read the story carefully. _____.
   ___ a. It will help to expose any mistakes
   ___ b. Then it will capture your dog

2. Mike and Ike look the same. _____.
   ___ a. They don't resemble their mother
   ___ b. They must be twin brothers

3. If you want to be understood, _____.
   ___ a. you must be bold
   ___ b. you must pronounce your words clearly

4. Please keep our city clean. _____.
   ___ a. It helps to preserve its beauty
   ___ b. It makes it ordinary

5. Children need to learn that _____.
   ___ a. witches are in their schools
   ___ b. tobacco is bad for their health

6. Don't worry about breaking the glass. _____.
   ___ a. You don't need to give an apology
   ___ b. You think you are innocent

7. The man was caught for stealing the money _____.
   ___ a. and went to jail ___ b. but did not know the minister

8. It would be wonderful _____.
   ___ a. if I had bugs in my bed ___ b. if the company hired me

9. I don't have a baseball glove. _____?
   ___ a. Can I borrow a duke ___ b. Can you loan me yours

10. If you do something bad, _____.
    ___ a. you might feel guilty afterwards
    ___ b. you will be a permanent guest

The Duke and the Minister

A mean **duke** grew **tobacco**, and his **cardinal** rule was to always keep the plants healthy. The duke's top **minister** was his **twin** brother. They closely **resembled** each other. One day, the tobacco plants started to die. He **hired** men to watch the fields. Soon, the men brought a woman to him and said, "We **captured** a **witch**!"

The Duke asked, "How do you know?"

"She sang magic words. I can't **pronounce** them. She has cursed us. The death of the plants is a **symptom** of her curse," the men said.

"I am just an **ordinary** woman. I was singing a song in a different language," the woman protested.

The duke didn't listen. "You are **guilty**. You will go to **jail**."

The minister thought that she was **innocent**. He needed to **expose** the truth. He asked the duke to loan him one of his plants. He looked at it closely. He saw hundreds of small bugs eating it! Then the minister went to the jail and did something **bold**.

"Let this woman go," he said.

The guards thought he was the duke. They let her go. The minister said, "I owe you an **apology**."

"Thank you. I thought my stay in jail was **permanent**," the woman answered.

The minister thought the duke would punish him. But he didn't. The duke was too busy trying to **preserve** his plants.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why the duke was afraid of witches
   b. How a minister did what was right
   c. Why the duke loaned his brother a plant
   d. How a woman was captured and taken to jail

2. Why did the duke hire the men to watch the fields?
   a. They had a bold plan to preserve the tobacco.
   b. The tobacco plants were being destroyed.
   c. He needed them to expose the truth.
   d. He wanted permanent guards to watch the farmers.

3. Who or what was destroying the tobacco plants?
   a. An ordinary woman
   b. Little bugs
   c. A guilty witch
   d. The symptoms of disease

4. According to the passage, all the following are true EXCEPT _____.
   a. the duke and the minister are twins
   b. the minister pretended to be the duke
   c. the duke gave an apology to the innocent woman
   d. the guard said the woman pronounced magic words

5. Why did the duke and the minister resemble each other?

_____

_____

UNIT 28

Word List

accompany [əkʌ́mpəni] *v.*

To **accompany** other people means to join them or go with them.
→ *My brothers **accompanied** me to the movie.*

bare [bɛər] *adj.*

When something is **bare**, it is plain. It has no covering.
→ *He likes to walk around in his **bare** feet.*

branch [brænʧ] *n.*

A **branch** is the part of a tree with leaves.
→ *The monkey was hanging from a **branch** on the tree.*

breath [breθ] *n.*

A **breath** is the air that goes into and out of one's lungs.
→ *You can't take a **breath** under water.*

bridge [briʤ] *n.*

A **bridge** is something that is built over a river so people can cross it.
→ *The old **bridge** fell into the river.*

cast [kæst] *v.*

To **cast** something means to throw it.
→ *The fisherman **cast** his line into the water.*

dare [dɛər] *v.*

To **dare** means to be brave enough to try something.
→ *He **dared** to jump out of the airplane and skydive.*

electronic [ilēktrȃnik] *adj.*

When something is **electronic**, it uses electricity to do something.
→ *I like having **electronic** devices such as an MP3 player.*

inn [in] *n.*

An **inn** is a place where travelers can rest and eat.
→ *The visitor got a room at the **inn**.*

net [net] *n.*

A **net** is a bag made of strong thread. It is used to catch animals.
→ *The boy caught butterflies in his **net**.*

philosophy [filɑ́səfi] *n.*

A **philosophy** is a way to think about truth and life.

→ *My **philosophy** is "live and let live."*

pot [pɑt] *n.*

A **pot** is a deep, round metal container used for cooking.

→ *Don't touch the **pot** on the stove. It's hot.*

seed [si:d] *n.*

A **seed** is the hard part of a plant or fruit that trees grow from.

→ *I planted the **seed** in the dirt hoping that it would grow into a tree.*

sharp [ʃɑ:rp] *adj.*

When something is **sharp**, it has a thin edge that cuts things easily.

→ *That knife is very **sharp**. Be careful not to hurt yourself.*

sort [sɔ:rt] *n.*

A **sort** of something is a type of it.

→ *What **sort** of instrument do you want to learn to play?*

subtract [səbtrǽkt] *v.*

To **subtract** means to take something away.

→ *We learned how to **subtract** numbers from each other in class.*

tight [tait] *adj.*

When something is **tight**, it is fixed or fastened firmly in place.

→ *The knots were too **tight** to untie.*

virtual [və́:rtʃuəl] *adj.*

If something is **virtual**, then it is very close to being true or accurate.

→ *Because he's popular, Joe is the **virtual** leader of the group.*

weigh [wei] *v.*

To **weigh** something means to see how heavy it is.

→ *The little dog **weighed** exactly 3kgs.*

whisper [*h*wíspə:*r*] *v.*

To **whisper** means to say very quietly.

→ We have to ***whisper*** in the library so people can focus on reading.

Exercise 1

Part A Choose the right word for the given definition.

1. to take away
   a. subtract b. weigh c. dare d. net

2. to join
   a. tight b. branch c. whisper d. accompany

3. a place for travelers to rest
   a. seed b. inn c. net d. pot

4. a way to think about life
   a. philosophy b. sharp c. electronic d. sort

5. to throw
   a. breath b. virtual c. cast d. bridge

Part B Choose the right definition for the given word.

1. branch
   a. a part of a tree
   b. the hard part of a fruit
   c. very close to being real
   d. a metal container

2. bare
   a. to cut easily
   b. to use electricity
   c. plain
   d. fixed in place

3. whisper
   a. to join
   b. to say quietly
   c. to be brave
   d. to throw

4. net
   a. a metal container
   b. a way to think about life
   c. a small restaurant
   d. a bag made of thread

5. tight
   a. fixed in place
   b. to cut easily
   c. plain
   d. the air you take in

Exercise 2

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. It is easy to **seed** your dinner.
   ___ b. It's raining so much that it's a **virtual** flood.

2. ___ a. The boy **whispered** as loudly as he could.
   ___ b. I don't care what **sort** of food I eat.

3. ___ a. Will you **accompany** me to the party?
   ___ b. The dog made a **branch** to catch the ball.

4. ___ a. The door was **bare** when we took the paint off of it.
   ___ b. She put the **net** inside the fish.

5. ___ a. The man **dared** to leap over the big fire.
   ___ b. It is important to **weigh** your math tests.

6. ___ a. The **virtual** in my house was dirty.
   ___ b. When I tell a secret, I **whisper** so no one else will hear.

7. ___ a. You should save the **seed** so you can grow another plant.
   ___ b. **Sort** your hands before dinner.

8. ___ a. The boy was **accompanied** alone to school.
   ___ b. The fish could not get out of the **net**.

9. ___ a. The bird built a nest on the highest **branch**.
   ___ b. I **dare** my bed before going to sleep.

10. ___ a. The **bare** tree was covered in leaves and bark.
    ___ b. You can **weigh** yourself to see if your diet is working.

The Fisherman

Every day, a fisherman sat on a **bridge**. He ate apples and spit the **seeds** into the water. He had a simple way to catch fish. He cut a **branch** off of a tree and tied a line to it. He put a **sharp** hook on it and made a **tight** knot. Then he **whispered**, "Come here fish." Like magic, the fish bit the hook. He put them in a big **net** and took them home to make big **pots** of fish soup from them.

One day, another man walked up to him. He said, "My name is George. I am staying at the **inn**. I bet that I am a better fisherman than you. I will **accompany** you today. I **dare** you to prove your skill!" The fisherman **cast** his line.

George had a lot of **electronic** tools. One machine gave him the **virtual** locations of fish. His rod **weighed** fish.

At the end of the day, George **subtracted** his fish from the fisherman's. The fisherman had beaten him by forty-seven!

George asked, "How do you catch fish with only a branch and a **bare** line? I have many different **sorts** of tools." The fisherman told George, "My **philosophy** is simple. I am patient, and I believe in myself. Take a **breath**, and try it my way."

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why fishermen use nets
   b. How a man's philosophy was a good match for fishing
   c. Why George did not like the fisherman
   d. How to whisper to fish

2. What did the fisherman do with the fish?
   a. He sold them to a restaurant.
   b. He subtracted the fish.
   c. He made all sorts of food.
   d. He made soup with them.

3. What did the fisherman do every day at the bridge?
   a. He would cast his line into the water.
   b. He would take a breath then jump into the river.
   c. He would accompany George from the inn.
   d. He would eat a virtual pot of fish soup.

4. According to the passage, all the following are true about the fisherman EXCEPT _____.
   a. he used a tree branch
   b. he used a bare line with a tight knot
   c. he used a sharp hook
   d. he used an electronic rod to weigh fish

5. What did George dare the fisherman to do?

   _____

   _____

UNIT 29

Word List

abstract [æbstrækt] *adj.*

If ideas are **abstract**, they are based on general ways of thinking.

→ *The idea of beauty is **abstract** and changes over time.*

annual [ænjuəl] *adj.*

If something is **annual**, it happens once a year.

→ *The only time I see my aunts and uncles is at our **annual** family picnic.*

clay [klei] *n.*

Clay is a type of heavy, wet soil used to make pots.

→ *She made a bowl out of the **clay**.*

cloth [klɔ(:)θ] *n.*

Cloth is material used to make clothes.

→ *His shirt is made of a very soft type of **cloth**.*

curtain [kə́:rtən] *n.*

A **curtain** is a cloth hung over a window or used to divide a room.

→ *She opened the **curtains** to let light into the room.*

deserve [dizə́:rv] *v.*

To **deserve** is to be worthy of something as a result of one's actions.

→ *The dog **deserved** a bone for behaving very well.*

feather [féðər] *n.*

Feathers are the things covering birds' bodies.

→ *That bird has orange **feathers** on its chest.*

fertile [fə́:rtl] *adj.*

If land is **fertile**, it is able to produce good crops and plants.

→ *The farmer grew many vegetables in the **fertile** soil.*

flood [flʌd] *n.*

A **flood** is an event in which water covers an area which is usually dry.

→ *After three days of rain, there was a **flood** in the city.*

furniture [fə́:rnitʃə:r] *n.*

Furniture is the things used in a house such as tables and chairs.

→ *His living room only had a few simple pieces of **furniture**.*

grave [greiv] *n.*

A **grave** is the place where a dead person is buried.

→ *We visit our grandfather's **grave** each year.*

ideal [aidíːəl] *adj.*

If something is **ideal**, it is the best that it can possibly be.

→ *This house is an **ideal** place for my family. It has everything we need.*

intelligence [intélədʒəns] *n.*

Intelligence is the ability to learn and understand things.

→ *Because of his high **intelligence**, he finished school early.*

nowadays [náuədèiz] *adv.*

If something happens **nowadays**, it happens at the present time.

→ *In the past people walked everywhere. **Nowadays**, they use cars.*

obtain [əbtéin] *v.*

To **obtain** is to get something you want or need.

→ *After I passed the test, I **obtained** my driver's license.*

religious [rilídʒəs] *adj.*

When something is **religious**, it has to do with religion.

→ *The holy man spoke about **religious** topics.*

romantic [roumǽntik] *adj.*

When something is **romantic**, it has to do with love.

→ *The young couple went to see a **romantic** movie.*

shell [ʃel] *n.*

A **shell** is a hard covering that protects the body of some sea creatures.

→ *There were many pretty **shells** on the beach.*

shore [ʃoːr] *n.*

A **shore** is the edge of a large body of water.

→ *All of the boats were floating near the **shore**.*

wheel [hwiːl] *n.*

A **wheel** is a round thing on a vehicle that turns when it moves.

→ *A car has four **wheels**.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. I need your help to move the tables and chairs.
   fur _ _ _ _ _ _ _
2. This problem will test your ability to understand.
   int _ _ _ _ _ _ _ _ _ _
3. I don't like to be in dark rooms with covers over the windows.
   c _ _ _ _ _ _ _ _
4. Tom and Rob are the best roommates.
   i _ _ _ _ _
5. I need to get a ticket before I can board the train.
   o _ _ _ _ _ _

Exercise 2

Fill in the blanks with the correct words from the word bank.

WORD BANK

clay cloth fertile graves flood

Jimmy went on a trip to Egypt. There, he visited the great pyramids. Inside them were the 1_____ of old kings. He also visited a village near the river and learned about a recent 2_____. People grew many crops on this 3_____ land. They used 4_____ pots to carry water from the river into their homes. One friendly man gave Jimmy a white 5_____ to cover his head from the hot sun. It was a wonderful trip.

Exercise 3

Check (√) the sentence with the bolded word that makes better sense.

1. ___ a. Many people wear a **shell** before going out into the rain.
   ___ b. In the past three years, the city has had two **floods**.

2. ___ a. **Nowadays**, many students like using the Internet to do research.
   ___ b. Many groups have **annual** meetings every month.

3. ___ a. Some dogs have interesting **feathers**.
   ___ b. You cannot ride a bicycle if it doesn't have **wheels**.

4. ___ a. Churches don't let people read **religious** books.
   ___ b. Birds use their **feathers** to help them fly.

5. ___ a. Many people enjoy watching **romantic** movies.
   ___ b. If you get good grades, you don't **deserve** to graduate.

6. ___ a. A crab is an example of an animal that has a **shell**.
   ___ b. People never go fishing near the **shore**.

7. ___ a. People who do bad things **deserve** to be punished.
   ___ b. Mountains and hills are examples of **floods**.

8. ___ a. Horses are more common than cars **nowadays**.
   ___ b. People who are **religious** go to church.

9. ___ a. If you are **romantic**, you probably don't like movies about love.
   ___ b. There are beaches along the **shore** of some oceans and lakes.

10. ___ a. You should see your doctor once a year for an **annual** checkup.
    ___ b. The wind makes the **wheels** of a car turn.

Osiris and the Nile

Long ago, Osiris was the king of Egypt, and Isis was the queen. They ruled the **fertile** land by the Nile River. They had great **intelligence**, and they shared their **abstract** ideas with everyone. Osiris taught the Egyptians how to make **wheels** and **furniture**. Isis taught them how to make things from **clay** and **cloth**. The people thought they **deserved** a gift. So they built Osiris and Isis a pyramid. Everyone loved Osiris except his brother, Set. Set wanted to be king.

Osiris made his **annual** trip around Egypt and led **religious** events. The villages gave him beautiful **shells** and colorful **feathers** as gifts.

When Osiris returned, Set brought a beautiful wooden box from behind a **curtain**.

"If someone fits inside this box, I will give it to him or her," Set said.

Osiris got in it. It was an **ideal** fit!

Suddenly, Set closed the box and threw it into the river. "Now I will be king!" Set said.

The box washed up on a foreign **shore** after a **flood**. Isis brought his body home and **obtained** a **grave** for him in Egypt. The Egyptian gods thought Isis had done something very **romantic**. Because of her love, the gods made him the god of the underworld. Osiris returned every spring to help the farmers. Even **nowadays**, people say Osiris keeps their crops alive.

Reading Comprehension

Answer the questions.

1. What is this story about?
   a. Why Osiris built a pyramid for Isis
   b. How Set created a grave for Osiris
   c. How Osiris died and returned to make Egypt fertile
   d. Why the gods thought Isis' actions were romantic

2. What happened each spring?
   a. Osiris gave people feathers and shells.
   b. Set obtained furniture from people.
   c. Set hid a box behind a curtain.
   d. Osiris made an annual trip to villages.

3. In the last paragraph, we can infer that _____.
   a. the shore is the ideal home for Osiris
   b. Set had greater intelligence than the gods
   c. the gods felt that Isis did a good deed
   d. nowadays, the Egyptians don't use Osiris' abstract ideas

4. According to the passage, all the following are true EXCEPT _____.
   a. the Egyptians made wheels
   b. the Egyptians used clay pots
   c. the Egyptians made cloth
   d. the Egyptians built religious villages

5. What did the Egyptians do for their king and queen?

   _____

   _____

UNIT 30

Word List

appeal [əpíːl] *v.*

To **appeal** to someone is to be interesting or attractive to them.
→ *Sleeping all day **appeals** to me, but I have to go to school.*

assume [əsjúːm] *v.*

To **assume** something is to think that it is true, even with no proof.
→ *I **assume** you are both familiar with this plan.*

borrow [bɔ́(ː)rou] *v.*

To **borrow** something is to take it and then give it back later.
→ *Can I **borrow** a pencil to use today? I'll give it back to you tomorrow.*

client [kláiənt] *n.*

A **client** is a person or business that pays another to do a service.
→ *She has many **clients** who enjoy coming to her salon.*

downtown [dauntáun] *n.*

The **downtown** is the center of most cities.
→ *The **downtown** is filled with many tall buildings.*

dull [dʌl] *adj.*

If something is **dull**, it is not exciting.
→ *The movie was very **dull**. I fell asleep watching it.*

embarrass [imbǽrəs] *v.*

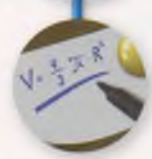
To **embarrass** someone is to make them feel ashamed or foolish.
→ *He was **embarrassed** when he couldn't remember her name.*

fare [fɛər] *n.*

A **fare** is an amount of money paid to use a bus, train, or taxi.
→ *Since he is a senior, my grandfather pays a low **fare** for the bus.*

former [fɔ́ːrmə(ː)r] *adj.*

Former describes something that used to be but is not any more.
→ *The hotel, a **former** castle, was built over 200 years ago.*



formula [fɔ́ːrmjələ] *n.*

A **formula** is a set mathematical way or method of solving a problem.
→ *I learned a new **formula** that may help us with our problem.*

found [faund] *v.*

To **found** a company or organization means to start it.

→ *The pilgrims **founded** one of the first colonies in the United States.*

invest [invést] *v.*

To **invest** means to use money in a way that will bring a profit later.

→ *I **invested** money in a new building that should bring me a profit.*

loan [loun] *n.*

A **loan** is the act of lending something, usually money.

→ *I got a **loan** from the bank.*

practical [prǽktikəl] *adj.*

If something is **practical**, it is useful in normal life.

→ *Learning English is **practical**; you can use it in many places.*

quarter [kwɔ́:rtər] *n.*

A **quarter** is 25 cents.

→ *He paid a **quarter** for the candy.*

salary [sǽləri] *n.*

A **salary** is how much money a person makes at his or her job.

→ *He got a new job with a better **salary**.*

scholarship [skɑ́lə:rʃip] *n.*

A **scholarship** is money given to one so they can go to school.

→ *I got a **scholarship** to help me pay for university.*

temporary [témpərèri] *adj.*

If something is **temporary**, it exists for a short time.

→ *This car is only **temporary**; I'll get a new one soon.*

treasure [tréʒə:r] *n.*

A **treasure** is a collection of valuable things, especially jewels or gold.

→ *They became very rich when they found the buried **treasure**.*

urge [ə:rdʒ] *v.*

To **urge** someone is to try very hard to get them to do something.

→ *He **urged** them to believe his story.*

Exercise 1

Choose the right definition for the given word.

1. salary
   a. a system of beliefs
   b. to lend something and get back later
   c. the money one makes at a job
   d. the center of a town

2. former
   a. in the past
   b. existing for a short time
   c. to establish something
   d. a system of beliefs

3. formula
   a. to believe without proof
   b. to try to get someone to act
   c. a mathematical rule
   d. money for school

4. practical
   a. the way it used to be
   b. useful
   c. to complain
   d. a valuable collection

5. borrow
   a. to be wanted
   b. to take for a short time
   c. a system of beliefs
   d. to make a person feel stupid

6. assume
   a. to believe without proof
   b. useful
   c. 25 cents
   d. boring

7. downtown
   a. a group of letter or numbers
   b. the money you make at a job
   c. food with a lot of sugar
   d. the center of a city

8. dull
   a. boring
   b. to believe without proof
   c. to take for a short time
   d. to give but receive back later

9. treasure
   a. money for school
   b. to encourage
   c. a valuable collection
   d. the center of a town

10. temporary
    a. a small amount of money
    b. to establish
    c. existing for a short time
    d. to give but get back later

Exercise 2

Check (√) the one that suits the blank naturally.

1. The lawyer is very busy because _____.
   ___ a. she has many clients
   ___ b. she makes a good salary
2. I want to make more money, so _____.
   ___ a. I will invest some of my money
   ___ b. I assume that I did
3. I didn't like the book; _____.
   ___ a. it was only temporary
   ___ b. it was very dull
4. This math problem is hard, _____.
   ___ a. and I wish I had a formula
   ___ b. so I need a scholarship
5. I don't need more money. _____.
   ___ a. I will found a bakery
   ___ b. I have enough cash

Exercise 3

Fill in the blanks with the correct words from the word bank.

WORD BANK

urge borrow practical appeal downtown

1. If something is _____, you can use it often.
2. You can _____ my hat, but you have to give it back to me.
3. I like living _____; it is an exciting place.
4. I _____ you to save money; you might need it later.
5. Does flying _____ to you? I've always wanted to try it.

The Taxi Driver

Peter's job was driving a taxi **downtown**. He made a small **salary**. But he liked his job because it wasn't **dull**. Every day, he saw new things that **appealed** to him. Peter was **practical** about the future. "Maybe I can get a **scholarship** to college," he thought. "I could learn mathematical **formulas** and get a job at a bank. I could help **clients invest** their money."

Peter stopped to pick up a passenger. "Where to?" he asked.

"Go to the Fourth Street Bank. And don't talk to me. I've had a rough day," the man said. Peter was angry, but he had a peaceful philosophy. When they stopped, the man's **fare** came to $10.25. He put his hands in his pockets. "I can't find my wallet!" he said. "I can't pay the fare!"

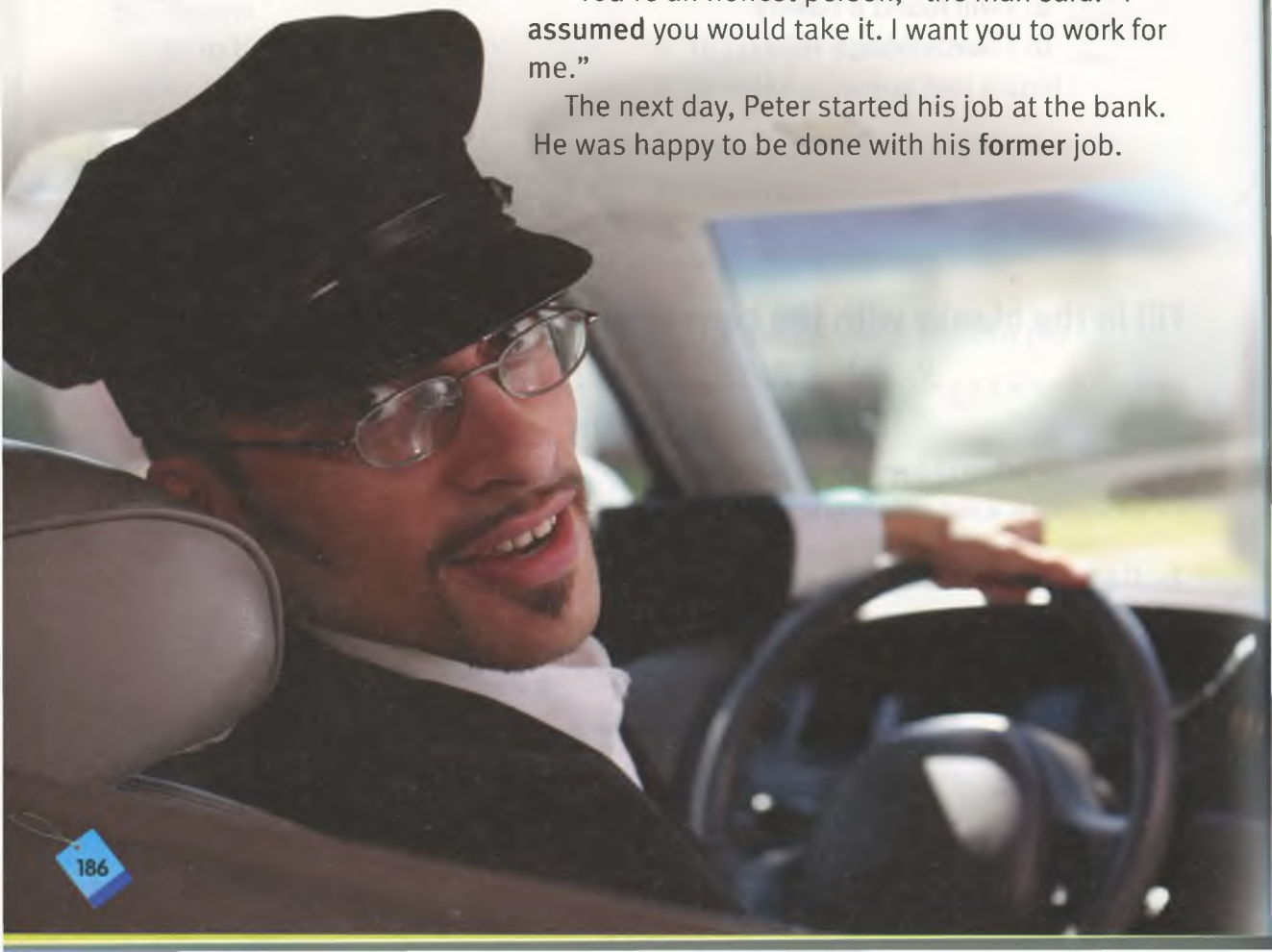
Peter said, "Maybe I'll give you a **temporary loan**. You can **borrow** ten dollars and a **quarter** from me."

The man was **embarrassed**, saying, "I was mean to you, but now I want to help you. I **founded** this bank. I want to give you one thousand dollars."

That much money was like a **treasure** to Peter. The man **urged** him to take the money, but he didn't.

"You're an honest person," the man said. "I **assumed** you would take it. I want you to work for me."

The next day, Peter started his job at the bank. He was happy to be done with his **former** job.



Reading Comprehension

Answer the questions.

1. What is this story about?
   a. How a poor taxi driver got a new job by being kind
   b. Why a dull job with a high salary appeals to people
   c. How to get a scholarship to go to college
   d. Why it is important not to borrow money

2. What does Peter do downtown?
   a. He drives a taxi.
   b. He studies math formulas.
   c. He grumbles about his job.
   d. He drives people around for a quarter.

3. Why does the man give Peter a job?
   a. He assumes that Peter is practical.
   b. He didn't want to give Peter a treasure.
   c. Peter showed that he was honest.
   d. Peter loaned him twenty five cents.

4. Why does Peter like his job?
   a. He invested a lot of money in it.
   b. It is only a temporary job.
   c. He can embarrass other people by being rude.
   d. It is never dull and he meets many people.

5. What does the man urge Peter to do?

   _____

   _____

Appendix

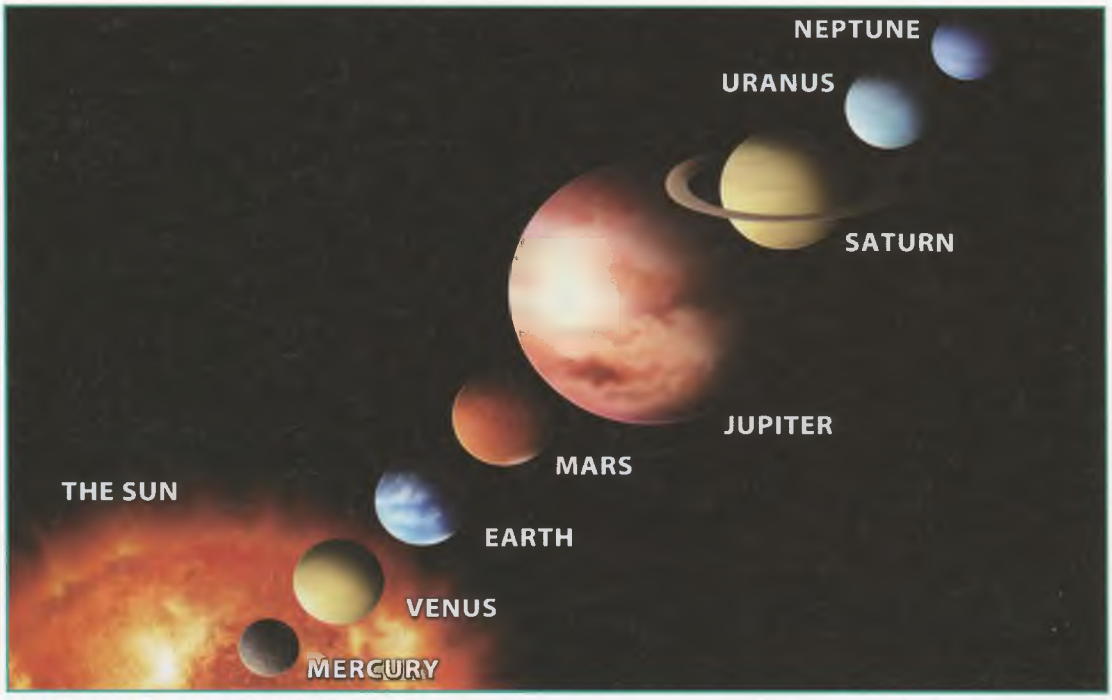
THE WORLD

National Flags – Countries – Nationalities

	Australia	Australian		Indonesia	Indonesian		Russia	Russian
	Brazil	Brazilian		Iraq	Iraqi		Spain	Spanish
	Canada	Canadian		Italy	Italian		Sweden	Swedish
	China	Chinese		Japan	Japanese		Switzerland	Swiss
	Egypt	Egyptian		South Korea	Korean		Taiwan	Taiwanese
	Finland	Finn or Finnish		Mexico	Mexican		Thailand	Thai
	France	French		Netherlands	Dutch		Turkey	Turk or Turkish
	Germany	German		Norway	Norwegian		United Kingdom	British
	Greece	Greek		Philippines	Filipino		United States	American
	India	Indian		Poland	Polish		Vietnam	Vietnamese

OCEAN
FINLAND
RUSSIA
ESTONIA
LATVIA
LITHUANIA
BYELARUS
UKRAINE
MOLDOVA
ROMANIA
BULGARIA
KAZAKHSTAN
MONGOLIA
UZBEKISTAN
KYRGYZSTAN
TURKMENISTAN
TAJIKISTAN
TURKEY
CHINA
NORTH KOREA
SOUTH KOREA
JAPAN
CYPRUS
LEBANON
ISRAEL
SYRIA
IRAQ
IRAN
AFGHANISTAN
JORDAN
KUWAIT
BAHRAIN
QATAR
U.A.E.
PAKISTAN
NEPAL
BHUTAN
BANGLADESH
ASIA
EGYPT
SAUDI ARABIA
OMAN
YEMEN
ERITREA
MYANMAR
LAOS
THAILAND
VIETNAM
CAMBODIA
TAIWAN
Tropic of Cancer
INDIA
PHILIPPINES
SUDAN
DJIBOUTI
SOMALIA
SRI LANKA
CENTRAL AFRICAN REPUBLIC
ETHIOPIA
BRUNEI
MALAYSIA
SINGAPORE
UGANDA
KENYA
Equator
EM. REP. OF CONGO
RWANDA
BURUNDI
TANZANIA
INDIAN OCEAN
INDONESIA
PAPUA NEW GUINEA
EAST TIMOR
ZAMBIA
MALAWI
FIJI
ZIMBABWE
BOTSWANA
MOZAMBIQUE
Tropic of Capricorn
AUSTRALIA
NEW CALEDONIA
MADAGASCAR
SWAZILAND
LESOTHO
SOUTH AFRICA
NEW ZEALAND
SOUTHERN OCEAN
Antarctic Circle
ANTARCTICA

SOLAR SYSTEM



SHAPES

WEIGHTS & MEASURES

Weight

1 kilogram = 1,000 grams
1 ton = 1,000 kilograms
1 pound = 16 ounces
1 kilogram = 2.2 pounds

Capacity measure

1 quart = 4 cups
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quart
1 gallon = 8 pints

Linear measure

1 centimeter = 10 millimeters
1 meter = 100 centimeters
1 kilometer = 1,000 meters
1 inch = 2.54 centimeters
1 foot = 12 inches
1 yard = 3 feet
1 mile = 5,280 feet

CLOTHES

T-shirt

shirt

blouse

sweater

sweatshirt

coat

raincoat

jacket

vest

pants

shorts

jeans

overalls

skirt

dress

tuxedo

suit

swimsuit

Underwear & Sleepwear / Shoes & Accessories

socks

slippers

shoes

sneakers

boots

rainboots

undershirt

underpants

boxers

pajamas

bathrobe

sunglasses

gloves

mittens

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3

Paul Nation

4000 Essential English Words 3

Paul Nation

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Introduction

About the Vocabulary

The 600 words in each book of this series along with the additional target words presented in the appendices included in the first three books of the series are the most useful words in English. They were found by analysis of a collection of English course books from various levels in the primary, secondary and tertiary school systems. The words included in this series were chosen because they occurred many times in different levels of these materials. Because of the way
that they were chosen, these words have the following characteristics:

1 They are useful in both spoken and written English. No matter what English course you are studying, the words in these books will be of value to you.

2 Each word in these books is a high-frequency word. This means that the effort in learning the words is well repaid by the number of times learners have a chance to encounter or use them.

3 These books as a whole cover a large proportion of the words in any spoken or written text. They cover at least 80% of the words in newspapers and academic texts, and at least 90% of the words in novels. They also cover at least 90% of the words in conversation.

About the Books

The activities in these books are specially designed to make use of important learning conditions. Firstly, the words are introduced using sentence definitions and an example sentence. The activities that follow in the units encourage learners to recall the meanings and forms of the words. Some activities also make the learners think about the meaning of the words in the context of a sentence—a sentence different from the sentences that occurred in the introduction of the words. Moreover, each unit ends with a story containing the target words. While reading the story, the learners have to recall the meanings of the words and suit them to the context of the story. Such activities help learners develop a better understanding of a common meaning for a given word which fits the different uses.

Illustrations for each target word are provided to help learners visualize the word as it is being used in the example sentence. These word/image associations aim to help students grasp the meaning of the word as well as recall the word later.

It should be noted that words have more than one grammatical category. However, this series focuses on the word's most common form. This is mentioned to remind learners that just because a word is labeled and utilized as a noun in this series does not mean that it can never be used in another form such as an adjective. This series has simply focused on the word in the form that it is most likely to be expressed.

Supporting Learning with Outside Activities

A well-balanced language course provides four major opportunities for learning: learning through input, learning through output, deliberate learning, and fluency development. The highly structured activities in these books support all four types of learning opportunities. In addition, learning can further be supported through the following activities:

1 Have students create vocabulary cards with one word from the unit on one side of the card and the translation of the word in the student's first language on the other side. Students should use the cards for study in free moments during the day. Over several weeks, students will find that quick repeated studying for brief periods of time is more effective than studying for hours at one sitting.

2 Assign graded readers at students' appropriate levels. Reading such books provides both enjoyment as well as meaning-focused input which will help the words stick in students' memory.

3 Practice reading fluency to promote faster recall of word meaning for both sight recognition and usage. Compass Publishing's *Reading for Speed and Fluency* is a good resource for reading fluency material.

4 Include listening, speaking, and writing activities in classes. Reinforcement of the high-frequency vocabulary presented in this series is important across all the four language skills.

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UNIT 1

Word List

arise [əráiz] *v.*

To **arise** is to happen.

→ *Difficulties **arose** with his computer because it was old.*

benefactor [bénəfæktər] *n.*

A **benefactor** is a person who gives money to help someone.

→ *The student's **benefactor** gave him money to spend on his studies.*

blacksmith [blǽksmiθ] *n.*

A **blacksmith** is a person who makes things out of metal.

→ *The **blacksmith** pounded the piece of metal until it was flat.*

charitable [tʃærətəbəl] *adj.*

When someone is **charitable,** they help people who are in need.

→ *My sister was **charitable** enough to help me buy my first house.*

chimney [tʃímni] *n.*

A **chimney** is a tall pipe used to carry smoke out of a building.

→ *The cat was on the roof sitting next to the **chimney**.*

compensate [kάmpənsèit] *v.*

To **compensate** is to pay someone for the time they spent doing something.

→ *Her boss **compensated** her for the extra work she did last week.*

encounter [inkáuntər] *v.*

If you **encounter** something, you meet or come close to it.

→ *I **encountered** a sea turtle while I was swimming.*

exceed [iksí:d] *v.*

To **exceed** is to be more than something.

→ *Since I **exceeded** my limit, I decided to get rid of my credit cards.*

forge [fɔ:rdʒ] *v.*

To **forge** is to make or produce, especially with difficulty.

→ *Stacy and Heather **forged** their friendship when they were teenagers.*

humble [hʌ́mbl] *adj.*

People who are **humble** do not believe that they are better than other people.

→ *Even though Bob is the smartest boy in his class, he is **humble**.*

iron [aiərn] *n.*

Iron is a strong metal that is used to make many objects.

→ *The horse had shoes made of **iron**.*

ladder [lædə:r] *n.*

A **ladder** is an object that is used to climb up and down things.

→ *He used a **ladder** to climb to the top of his tree house.*

modest [mádist] *adj.*

If people are **modest**, they do not think that they are too important.

→ *Derek is very **modest** for someone who is so rich.*

occupy [ákjəpài] *v.*

To **occupy** a place is to live, work, or be there.

→ *Kevin and Alice **occupied** the chairs and had a long discussion.*

penny [péni] *n.*

A **penny** is a coin worth one cent.

→ *U.S. President Abraham Lincoln is on the **penny**.*

preach [pri:tʃ] *v.*

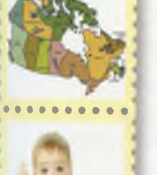
To **preach** is to talk about and promote a religious idea.

→ *Aaron often **preached** about living an honest life.*

prosper [práspər] *v.*

To **prosper** is to be successful or make a lot of money.

→ *Frank's new business finally **prospered** after many years of hard work.*



province [právins] *n.*

A **province** is a small area that is controlled by a country.

→ *Canada is divided into several different **provinces**.*

satisfaction [sæ̀tisfǽkʃən] *n.*

Satisfaction is a feeling you get when you do or receive something good.

→ *Brad was filled with **satisfaction** when he saw what was for dinner.*

sustain [səstéin] *v.*

To **sustain** something is to keep it going.

→ *Wind power is a clean way to **sustain** a city with energy.*

Exercise 1

PART A Choose the right word for the given definition.

1. to make or produce with difficulty
   a. prosper b. arise c. penny d. forge

2. a person who works with metal
   a. iron b. blacksmith c. charitable d. benefactor

3. to keep something going
   a. exceed b. sustain c. preach d. occupy

4. a small area that is part of a country
   a. ladder b. province c. encounter d. compensate

5. thinking oneself not to be too important
   a. humble b. satisfaction c. chimney d. modest

PART B Choose the right definition for the given word.

1. benefactor
   a. giver b. an area
   c. money d. too much

2. compensate
   a. where smoke goes b. to shape metal
   c. a tool used to climb d. to pay someone in return

3. occupy
   a. to be rich b. to happen
   c. to see someone you know d. to be in a place

4. iron
   a. a baby b. a type of metal
   c. a good feeling c. a person who makes things with metal

5. exceed
   a. to keep something going b. to not talk about yourself too much
   c. to be kind to others d. to go past a certain limit

Exercise 2

Choose the answer that best fits the question.

1. Which of the following is a form of money?
   a. A province
   b. A penny
   c. A blacksmith
   d. A ladder

2. If you meet a boy on the street, you _____ him.
   a. exceed
   b. occupy
   c. encounter
   d. sustain

3. Which of the following is a good feeling?
   a. Modest
   b. Humble
   c. Satisfaction
   d. Charitable

4. Which one is part of a house?
   a. Forge
   b. Compensate
   c. Arise
   d. Chimney

5. Which word relates to the word *religion*?
   a. Iron
   b. Preach
   c. Benefactor
   d. Prosper

6. Which of the following means to happen?
   a. Sustain
   b. Arise
   c. Province
   d. Prosper

7. Which of the following do people use to reach high places?
   a. A chimney
   b. A blacksmith
   c. A benefactor
   d. A ladder

8. If you are smart with your money, then what will happen to you?
   a. You will occupy a jail cell
   b. You will forge a strong relationship
   c. You will prosper
   d. You will become humble

9. If someone gives money to others, we could say that they are _____.
   a. charitable
   b. modest
   c. prosper
   d. exceed

10. Which of the following describes someone who thinks they are no better than others?
    a. Benefactor
    b. Satisfaction
    c. Humble
    d. Compensate

The Real St. Nick

At Christmas, children wait for St. Nicholas to bring gifts down the **chimney**. But it's not just a story. St. Nicholas was a real person.

A long time ago, a man named Marcus **occupied** a house with his family. He was not **modest**. He always told everybody he was the strongest man in the **province**.

He worked hard, but he could barely **sustain** his family. He wanted to save money and **prosper**. Still, he could never earn a **penny** more than he needed.

One day, Marcus made an agreement with a **blacksmith**. The blacksmith had a lot of work to do. But he couldn't do it all by himself. Marcus wanted to help him **forge iron**. The blacksmith agreed to **compensate** him with a lot of money.

In the same town, there was a man named Nicholas. At an early age, Nicholas started **preaching**. But he also believed that he should be **humble** and **charitable**. He learned that helping people gave him even more **satisfaction** than preaching.

One day, Nicholas **encountered** Marcus. Marcus told Nicholas about his agreement with the blacksmith. "I worked hard for him," Marcus said, "but a problem **arose**. Even though I worked for him, he didn't pay me."

Nicholas wanted to help Marcus. That night, he went back to Marcus's house. He brought a bag of gold. It **exceeded** the amount that Marcus needed. Nicholas climbed up a **ladder** and dropped the bag of gold down the chimney. Marcus thanked his **benefactor**.

Soon, people found out about Nicholas's gift. He became well known and loved. Even today, people still give secret gifts to children. And we say they are from St. Nicholas.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Marcus occupied a home with Nicholas.

_____

2. ____ Marcus told Nicholas about his problem when he encountered Nicholas.

_____

3. ____ A problem arose for Marcus because he enjoyed preaching.

_____

4. ____ Nicholas got a lot of satisfaction from being charitable and humble.

_____

5. ____ Marcus was compensated by the blacksmith for helping forge iron.

_____

6. ____ The money that Nicholas gave Marcus exceeded the amount he needed.

_____

PART B Answer the questions.

1. Which of the following is true about the job Marcus did?
   a. He made pennies.
   b. He was compensated unfairly.
   c. He preached to people.
   d. He barely sustained his family.

2. Why didn't Nicolas tell people that he gave money away?
   a. He prospered.
   b. He didn't want to be modest.
   c. He wanted to be humble.
   d. He wasn't popular in the province.

3. What was dropped down the chimney?
   a. A penny
   b. A ladder
   c. Gold
   d. A benefactor

4. Why did Marcus want more money?
   a. To buy more iron
   b. To feed his family
   c. To give it away
   d. To become a blacksmith

UNIT 2

Word List

acquire [əkwáiər] *v.*

To **acquire** something is to gain possession of it.

→ *Tina **acquired** a strange package yesterday.*

awkward [ɔ́:kwərd] *adj.*

If something is **awkward**, it is embarrassing and uncomfortable.

→ *After dropping his coffee cup, Robbie felt **awkward**.*

caretaker [kɛ́ərtèikər] *n.*

A **caretaker** is a person who takes care of very young, old, or sick people.

→ *My grandmother's **caretaker** helps her get around the house.*

deceive [disí:v] *v.*

To **deceive** someone is to make them believe something that is not true.

→ *He tried to **deceive** his friends as they were playing a game.*

discourage [diskə́:ridʒ] *v.*

To **discourage** someone is to make them feel less excited about something.

→ *Mr. Perry **discouraged** the students from quitting school.*

fake [feik] *adj.*

If something is **fake**, it is made to look real in order to trick people.

→ *The model was wearing **fake** eyelashes.*

hatred [héitrid] *n.*

Hatred is a strong feeling of not liking someone or something.

→ *I have a **hatred** for the taste of medicine.*

hut [hʌt] *n.*

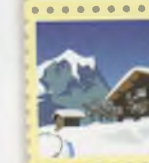
A **hut** is a house made of wood, grass, or mud that has only one or two rooms.

→ *We all went into the **hut** to sleep.*

inferior [infíəriər] *adj.*

If something is **inferior**, it is not as good as something else.

→ *Cars built a hundred years ago are **inferior** to ones built today.*



lodge [ladʒ] *n.*

A **lodge** is a house in the mountains, used by people who hunt or fish.

→ *During our ski trip, we stayed at a **lodge**.*

neglect [niglékt] *v.*

To **neglect** someone or something is to not take care of it properly.

→ *William **neglected** his room, so it is a complete mess.*

newcomer [nyú:kʌ̀mə:r] *n.*

A **newcomer** is a person who has recently arrived at a place or a group.

→ *The students happily welcomed the **newcomer** to the school.*

offense [əfens] *n.*

An **offense** is behavior that is wrong or breaks a law.

→ *Stealing a car is a very serious **offense**.*

overlook [ouvərlúk] *v.*

To **overlook** something is to not notice it, or to not realize that it is important.

→ *Brenda **overlooked** the last step and had a bad fall.*

repay [ri:péi] *v.*

To **repay** is to pay back or to reward someone or something.

→ *She **repaid** her friend for all of his hard work with a small gift.*

ridiculous [ridikjələs] *adj.*

If something is **ridiculous**, it is silly or strange.

→ *Steve looked **ridiculous** with those huge blue sunglasses.*

satisfactory [sætisfæktəri] *adj.*

If something is **satisfactory**, it is good enough.

→ *Mina often received **satisfactory** grades since she studied so hard.*

shepherd [ʃépə:rd] *n.*

A **shepherd** is a person who protects and cares for sheep.

→ *The **shepherd** moved the sheep to another field.*

venture [véntʃər] *v.*

To **venture** is to go to a place that may be dangerous.

→ *Even though it was dangerous, they **ventured** up the mountain.*

wheat [*h*wi:t] *n.*

Wheat is a plant which makes grain. **Wheat** grain is used to make bread.

→ *The field of golden **wheat** was ready to be harvested.*

Exercise 1

PART A Choose the right word for the given definition.

1. a strong feeling of not liking someone or something
   a. deceive b. repay c. offense d. hatred
2. not as good as
   a. inferior b. hatred c. satisfactory d. venture
3. to get something
   a. overlook b. discourage c. lodge d. acquire
4. to go to a dangerous place
   a. wheat b. venture c. newcomer d. caretaker
5. a plant that makes grain
   a. fake b. wheat c. shepherd d. hut

PART B Choose the right definition for the given word.

1. satisfactory
   a. to pretend b. to care for
   c. good enough d. project
2. newcomer
   a. not comfortable b. someone new to a place
   c. not as good as d. a glass lamp
3. repay
   a. to give back b. to not pay attention to
   c. a house for hunting d. a bad thing that someone does
4. fake
   a. to fail to notice b. not real
   c. to get d. to protect
5. discouraged
   a. high place b. to dislike a lot
   c. not real d. less excited

Exercise 2

Circle two words that are related in each group.

1. a. discourage b. lodge c. venture d. hut
2. a. shepherd b. caretaker c. repay d. wheat
3. a. offense b. fake c. hatred d. deceive
4. a. acquire b. awkward c. newcomer d. ridiculous
5. a. overlook b. inferior c. neglect d. satisfactory

Exercise 3

Choose the word that is the better fit for each blank.

1. fake / newcomers

   The girl didn't like the _____, so she played a joke on them. She put _____ bugs in their drinks.

2. acquire / lodge

   Dave hoped to _____ a new house. The _____ where he lived was too old.

3. repay / neglected

   She was eager to _____ the boy that had helped her repair her bike. While others had simply _____ her, he was happy to help.

4. offenses / discouraged

   Going to jail _____ the man from any _____ in the future.

5. shepherd / venturing

   In the middle of the storm, the _____ looked for his lost sheep by _____ up the mountain.

6. deceive / ridiculous

   My little brother tried to _____ us by dressing in Dad's clothes, but he just looked _____.

7. wheat / hut

   The farmer built his _____ close to the _____ field so he could constantly watch it.

8. awkward / caretaker

   After the _____ started a small fire in the kitchen, he felt very _____.

9. overlook / inferior

   Most shoppers tend to _____ any products that they think are _____ to similar things.

10. hatred / satisfactory

    She had a _____ for food with tomatoes, but everything else on the menu was _____.

The Shepherd and the Wild Sheep

Once there was a **shepherd**. Every night he counted and gathered his sheep. He was sure never to **overlook** any of them. One night, he saw some wild sheep had joined his herd. He hoped to **acquire** the **newcomers**.

It snowed that night. In the morning, the shepherd couldn't take his sheep out of his **lodge**. Instead, he had to feed them inside. He gave a small amount of **wheat** to his own sheep. But he gave more of the food to the wild sheep. He thought the extra wheat would **discourage** them from leaving.

It snowed for several days. During that time, the shepherd's sheep ate very little. The wild sheep, however, ate very well.

At last, the snow melted, and they **ventured** outdoors. As soon as he opened the door of his **hut**, the wild sheep started to run away.

"Wait! This is how you **repay** me? After I treated you so kindly, why do you run away?" the shepherd asked. His voice was full of **hatred**.

The wild sheep stopped and turned toward the shepherd.

"We're leaving because you fed us better than your own sheep," one of the wild sheep replied. "You tried to **deceive** us with your **ridiculous** plan. Yesterday you treated us kindly, but tomorrow you might be different. If more wild sheep joined your herd, you would treat us as **inferior** sheep."

As the wild sheep ran away, the shepherd understood his **offense**. He knew this **awkward** situation was his own fault. He had not been a **satisfactory caretaker**. He was a **fake** friend to the wild sheep. Because of this, he had **neglected** his own herd.

Reading Comprehension 2

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The shepherd counted his sheep because he didn't want to overlook any of them.

_____

2. ____ The shepherd couldn't take the sheep outside because it was dark outside.

_____

3. ____ The shepherd gave a little wheat to the wild sheep. But he gave his own sheep more.

_____

4. ____ The wild sheep ran away from the shepherd after the snow melted.

_____

5. ____ The wild sheep thought the shepherd had neglected his own sheep.

_____

6. ____ The shepherd never knew what he had done wrong.

_____

PART B Answer the questions.

1. What was the shepherd's hope for the wild sheep?
   a. That they wouldn't be awkward
   b. That they would feel hatred for him
   c. That he could acquire them
   d. That he could repay them

2. How did the shepherd hope to discourage the wild sheep from running away?
   a. By giving them extra food
   b. By locking them in his hut
   c. By selling his own sheep
   d. By being their friend

3. All of the following describe what kind of caretaker the shepherd was EXCEPT ____.
   a. fake
   b. ridiculous
   c. inferior
   d. satisfactory

4. What was the shepherd's offense?
   a. He never acquired the wild sheep.
   b. He trapped the sheep in his lodge.
   c. He hurt the wild sheep.
   d. He did not care for his own sheep.

UNIT 3

Word List

alley [ǽli] *n.*

An **alley** is a narrow road behind houses or buildings.

→ *The **alley** behind my house looks dirty.*

ax [æks] *n.*

An **ax** is a tool used to cut wood.

→ *She used an **ax** to cut some wood for the fire.*

bunch [bʌntʃ] *n.*

A **bunch** is a group of the same things.

→ *She was hungry, so she ate the entire **bunch** of grapes.*

chore [tʃɔːr] *n.*

A **chore** is a job that you have to do but don't like.

→ *It's Nikki's **chore** to do the dishes every Tuesday and Wednesday night.*

decent [díːsənt] *adj.*

When something is **decent**, it is OK or good enough.

→ *Eric did a **decent** job painting the fence.*

disgrace [disgréis] *n.*

Disgrace is a feeling of shame.

→ *He felt a sense of **disgrace** after failing his big exam.*

elbow [élbou] *n.*

The **elbow** is the middle part of a person's arm that lets you bend it.

→ *She pointed to her **elbow** to show me where she hurt herself.*

grateful [gréitfəl] *adj.*

When you are **grateful** for something, you are happy that it happened.

→ *The girls were **grateful** to have a chance to spend time with their grandfather.*

irritate [írətèit] *v.*

To **irritate** means to annoy someone.

→ *She was **irritated** when her brother told her that he had lost her camera.*

kid [kid] *v.*

To **kid** is to make a joke to make someone believe something which is not true.

→ *I am not really mad. I was **kidding** when I said I was angry.*

loose [lu:s] *adj.*

When something is **loose**, it is not held in place well.

→ *The bolt was **loose**, so I tightened it with the wrench.*

offend [əfénd] *v.*

To **offend** someone means to make them angry or upset.

→ *They were both **offended** by what they had said to each other.*

overnight [òuvərnáit] *adv.*

When something happens **overnight**, it happens during the night.

→ *The campers stayed in the tent **overnight**.*

persist [pə:rsíst] *v.*

To **persist** means to keep doing something even when it is hard.

→ *Even though the lesson was difficult, he **persisted** until he understood.*

pine [pain] *n.*

A **pine** is a type of tree that is tall and thin.

→ *There were many beautiful **pine** trees in the forest.*

scar [skɑ:r] *n.*

A **scar** is a mark on the skin after a wound heals.

→ *The monster had horrible **scars** on his cheek and forehead.*

sensation [sensèiʃən] *n.*

A **sensation** is a feeling a person gets from their senses.

→ *Mom got a painful **sensation** in her head from the loud noise.*

sled [sled] *n.*

A **sled** is a small vehicle that you use on snow.

→ *Marvin likes to ride his **sled** down the hill in winter.*

tease [ti:z] *v.*

To **tease** someone means to laugh at or make fun of them.

→ *Jake **teased** Charlie because he was the new student.*

valentine [væləntàin] *n.*

A **valentine** is someone you love or admire with great affection.

→ *Harry wanted Molly to be his **valentine**.*

Exercise 1

PART A Choose the right word for the given definition.

1. not strongly put in place
   a. kid b. loose c. disgrace d. sensation
2. thankful
   a. decent b. irritate c. grateful d. offend
3. a job or task
   a. sled b. chore c. alley d. ax
4. someone you love or admire
   a. valentine b. pine c. bunch d. elbow
5. to make angry
   a. offend b. scar c. persist d. overnight

PART B Choose the right definition for the given word.

1. bunch
   a. a group of things b. a tool
   c. a narrow road d. wood from a tree
2. elbow
   a. a picture b. a mark on the skin
   c. a part of the arm d. a vehicle for snow
3. irritate
   a. to keep trying b. to annoy
   c. not being serious d. full of thanks
4. disgrace
   a. shame b. to make angry
   c. during the night d. not strongly attached
5. decent
   a. to make fun b. a feeling from the senses
   c. a job or task d. good or correct
6. overnight
   a. happening during the night b. to make fun of someone
   c. not held in place d. a feeling one gets from their senses
7. ax
   a. a tall tree b. a tool used for cutting
   c. a part of the arm d. a feeling of shame
8. tease
   a. a group of things b. to make a joke
   c. when something is enough d. to make fun of someone
9. pine
   a. a job one has to do b. a tall tree
   c. a mark left on the skin d. a vehicle used in the snow
10. sensation
    a. someone one loves or admires b. to make someone angry or mad
    c. a feeling d. a scar

Exercise 2

Choose the word that is the better fit for each blank.

1. **ax / pine**

   The man bought a big _____. He needed it to cut down a(n) _____ tree in his yard.

2. **offend / tease**

   The bully likes to _____ the smaller children. He does not know that his actions _____ them.

3. **overnight / loose**

   The door to the shed is _____. It will be windy tomorrow, so I must work _____ to fix it so it does not blow away.

4. **chore / grateful**

   The _____ of cutting the grass was difficult. However, the boy was _____ when he was paid for his hard work.

5. **alley / sled**

   After the snow storm, the _____ was covered with snow and ice. It was fun to ride our _____ down the path.

6. **elbow / scar**

   She hurt her _____ and had to go to the doctor. There is a large _____ where the cut healed.

7. **persist / bunch**

   She must put all of the leaves into a _____. It will not be easy, but she must _____ to get the job done.

8. **kids / irritate**

   The boy always _____ his friend about things that aren't true. But he will _____ his friend if he continues this action.

9. **valentine / decent**

   He thought that until he got a _____ haircut, Elena would never be his _____.

10. **sensation / disgrace**

    The runner felt _____ when he lost the race. He had a terrible _____ in his stomach.

The Boy and his Sled

Mike was the smallest child in school. Another boy, Joe, always **teased** Mike. Joe had a large **scar** on his face from fighting other children. One day, Joe **offended** Mike when he made fun of Mike's **valentine**, Jane. Mike felt **disgrace**, but he didn't know how to make Joe stop.

That day, Mike walked home down an **alley**. He found a **bunch** of wood boards next to a **pine** tree. He thought to himself, "I could build a **decent sled** from this. If I let Joe use it, he will be nicer to me and Jane." He took the wood home.

Mike got an **ax** and cut the wood. He used nails to make sure that the pieces were not **loose**. As he worked, he bumped his **elbow** on the boards. The painful **sensation** made him want to cry. It was a hard **chore**, but he **persisted**. He worked **overnight**. By morning, the sled was finished.

Mike called Joe on the telephone. He said, "Hi Joe. Come over to my house right away."

Joe didn't know why Mike wanted him to come over. When Joe arrived, Mike told him, "Joe, it **irritated** me the other day when you said mean things about my card to Jane. You weren't **kidding** when you said those mean things. But I'm not like you. I just built this sled, and I'll let you ride it with me if you are nice."

They became friends, and Joe was **grateful** that Mike was so nice to him. He learned that it is more fun to be nice than to be mean.

Reading Comprehension

WEEK 3

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Joe offended Mike by saying mean things about his valentine, Jane.

_____

2. ____ Mike found a bunch of pine trees.

_____

3. ____ Joe was a decent person at the beginning of the reading.

_____

4. ____ Mike persisted even though the chore was very hard.

_____

5. ____ Mike used his elbows to put together loose pieces.

_____

6. ____ Mike told Joe he was sharing his new sled because he was a civil person.

_____

PART B **Answer the questions.**

1. Which item did Mike NOT use when building the sled?
   a. Ax
   b. Nail
   c. Alley
   d. Valentine

2. At the end of the reading, Joe _____.
   a. was grateful that Mike was nice
   b. did not get to ride on the sled
   c. irritated Mike again
   d. said he was kidding

3. Why did Mike feel a painful sensation?
   a. Joe teased him with the hammer.
   b. He dragged the wood home.
   c. He got a scar on his face.
   d. He bumped his elbow on the boards.

4. According to the reading, when did Mike build the sled?
   a. The next morning
   b. Overnight
   c. Before school
   d. Throughout the day

UNIT 4

Word List

bloom [blu:m] *v.*

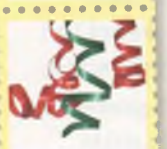
When a plant **blooms**, it makes flowers.

→ *Roses look so pretty when they **bloom**.*

compact [kəmpækt] *adj.*

If something is **compact**, it is smaller than normal.

→ *A laptop computer is much more **compact** than a desktop model.*



curl [kə:rl] *n.*

A **curl** is a small piece of something with a round shape.

→ *The colorful ribbons were bent into **curls**.*

decay [dikéi] *v.*

To **decay** is to be destroyed naturally.

→ *The old wooden house was slowly **decaying**.*

dessert [dizə́:rt] *n.*

Dessert is a sweet food that you eat after a meal.

→ *Kayla wants ice cream for **dessert**.*

dip [dip] *v.*

To **dip** something is to put part of it into a liquid for a short time.

→ *Laurel **dipped** her strawberry into the chocolate.*

distant [dístənt] *adj.*

If something is **distant**, it is far away.

→ *Michael could barely see the **distant** island.*

eclipse [iklíps] *n.*

An **eclipse** is an occasion when the moon moves in front of the sun.

→ *A complete **eclipse** of the sun is a very rare occurrence.*

fairy [fɛ́əri] *n.*

A **fairy** is a small, magic creature with wings.

→ *There are usually **fairies** in fantasy stories.*

grace [greis] *n.*

Grace is a quality of moving in a smooth, relaxed and attractive way.

→ *The ballerina danced with **grace**.*

leisure [li:ʒə:r] *n.*

Leisure is time when you do not have to do work.

→ *Eve likes to listen to music in her **leisure** time.*

mankind [mænkaind] *n.*

Mankind is all of the world's people.

→ *All of **mankind** has to work to make this a better world.*

passion [pæʃən] *n.*

Passion is a very strong feeling of wanting to do something.

→ *She had a **passion** for dancing.*

pillow [pilou] *n.*

A **pillow** is something that you put your head on when you sleep.

→ *When I travel, I usually take along my favorite **pillow**.*

pulse [pʌls] *n.*

A **pulse** is the beat of the heart.

→ *The doctor checked the patient's **pulse** by feeling his wrist.*

refresh [rifreʃ] *v.*

To **refresh** someone is to make them feel less hot or tired.

→ *The baby was **refreshed** after taking a cool bath.*

sneeze [sni:z] *v.*

To **sneeze** is to suddenly blow air out of your nose and mouth.

→ *He **sneezed** after smelling the flower.*

spice [spais] *n.*

A **spice** is a flavor for food and drinks.

→ *Two common **spices** found in many homes are salt and pepper.*

whistle [hwisəl] *v.*

To **whistle** is to make a sound by putting your lips together and blowing.

→ *As he was listening to music, Daryl **whistled**.*

wool [wul] *n.*

Wool is the hair that a sheep has.

→ *Grandma wants to use the blue **wool** to knit me a sweater.*

Exercise 1

PART A Choose the right word for the given definition.

1. far away
   a. compact b. leisure c. distant d. passion
2. a sweet thing to eat
   a. dessert b. wool c. mankind d. bloom
3. a small magical creature
   a. pulse b. pillow c. grace d. fairy
4. an event that covers the sun
   a. whistle b. decay c. eclipse d. curl
5. to make someone feel less tired
   a. spice b. refresh c. dip d. sneeze

PART B Choose the right definition for the given word.

1. whistle
   a. a flavor b. to make noise with one's lips
   c. people d. a flower
2. compact
   a. far b. not at work
   c. small d. to help tired people
3. wool
   a. sheep's hair b. magic creature
   b. something to eat d. strong feeling
4. grace
   a. to chase after b. to get old and rot
   c. a nice way to move d. in the shape of a circle
5. dip
   a. to blow out air b. something soft for your head
   c. to put in and out d. one of the things on your feet
6. spice
   a. a flavor added to food or drink b. something with a round shape
   c. to make one feel less tired d. a sweet thing to eat
7. leisure
   a. time when you do not have to work b. to become naturally destroyed
   c. the hair of sheep d. a feeling of wanting
8. curl
   a. to get old and fall apart b. something with a curve
   c. something small d. to go after
9. pillow
   a. something you sleep on b. the quality of moving well
   c. an event that covers the sun d. far away
10. pulse
    a. not at work b. a magic creature
    c. the beat of one's heart d. to go away

Exercise 2

Choose the word that is the better fit for each blank.

1. **distant / compact**

   Some scientists think that in the _____ future, we are going to use all of our fuel. One way to use less fuel is to drive a _____ car.

2. **pulse / eclipse**

   Watching the _____ was very exciting. Afterwards, I could feel my _____ going very fast.

3. **mankind /grace**

   Early members of _____ walked slowly and strangely. However, people learned how to move with _____ over the years.

4. **desserts / spice**

   My favorite _____ is cinnamon. I put it in all of my favorite _____.

5. **bloom / decay**

   In the fall, the flowers do not _____. I clean them up when they start to _____.

6. **refresh / whistled**

   She _____ a song while she took a shower to _____ herself.

7. **wool /curls**

   When my father was a boy, he learned all about a sheep's _____. For example, he learned that it forms _____.

8. **fairy / leisure**

   Jennifer likes to paint in her _____ time. The most recent picture she painted was of a _____.

9. **sneezing / dipped**

   Kelly _____ her feet into the pool but decided not to get in because she was _____ a lot. She was afraid she might get others sick if she got in.

10. **pillow / passion**

    The baby has a _____ for soft things. One of the things that he loves the most is his _____.

Tiny Tina

In a **distant** land, there was a kingdom where **fairies** lived. Tina was a fairy. She had yellow **curls** and wore a dress made of **wool**. She always moved with **grace**. However, because of her **compact** size, she was scared of **mankind**.

One day, there was an **eclipse** of the sun. The fairies didn't know what was happening. They were scared, so they ran away.

Tina looked for a place to hide. She found a garden with flowers **blooming**. Tina had a **passion** for flowers. She decided to hide there. She became sleepy and made a **pillow** with some leaves. She **whistled** happily as she worked, and she fell asleep.

Suddenly, somebody **sneezed**. The sound woke Tina up. She saw a very big face looking at her! Tina was so scared that she couldn't move. She could feel her **pulse** going very fast.

The big woman went into her house. When she came back, she gave Tina a cup.

The woman sat on the ground among some **decaying** leaves. Tina **dipped** a finger in the cup and tasted it. It was tea with all kinds of delicious **spices** in it. Tina felt **refreshed** after drinking the tea.

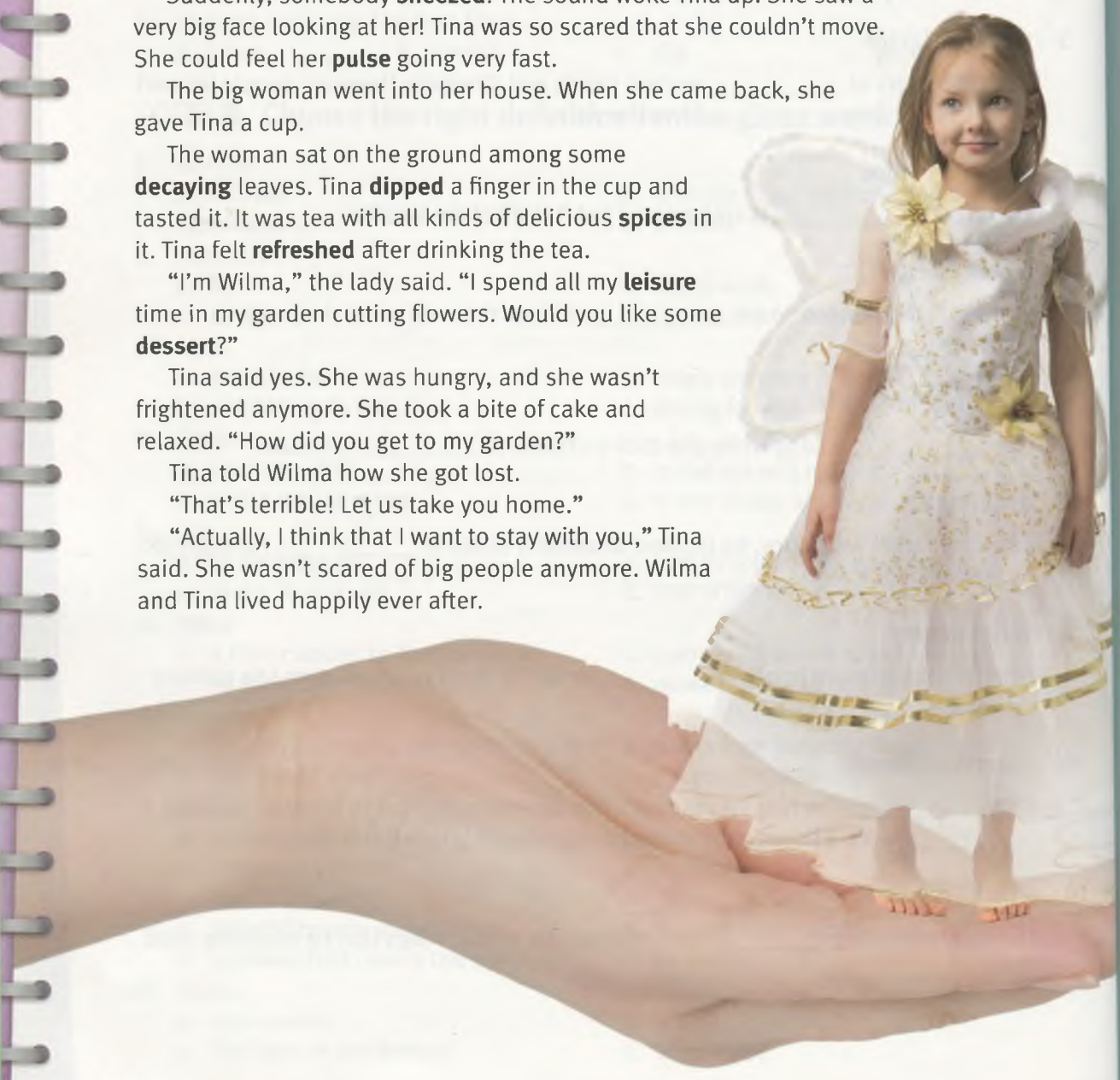
"I'm Wilma," the lady said. "I spend all my **leisure** time in my garden cutting flowers. Would you like some **dessert**?"

Tina said yes. She was hungry, and she wasn't frightened anymore. She took a bite of cake and relaxed. "How did you get to my garden?"

Tina told Wilma how she got lost.

"That's terrible! Let us take you home."

"Actually, I think that I want to stay with you," Tina said. She wasn't scared of big people anymore. Wilma and Tina lived happily ever after.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Tina made a pillow of leaves while she whistled.

_____

2. ____ Tina wore a dress made of decayed flowers.

_____

3. ____ Tina decided to hide in the garden.

_____

4. ____ Tina had a passion for desserts.

_____

5. ____ The fairies left because they were scared by the eclipse.

_____

6. ____ Wilma gave Tina some tea for dessert.

_____

PART B Answer the questions.

1. Why did Tina suddenly wake up?
   a. She felt refreshed.
   b. She heard someone sneeze.
   c. The leaves were decayed.
   d. She had a fast pulse.

2. All of the following describe Tina EXCEPT _____.
   a. she had curls in her hair
   b. she moved with grace
   c. she did not like tea with spice
   d. she was compact

3. What does Wilma do with the flowers?
   a. She makes dessert with them.
   b. She cuts them.
   c. She dips them in gold.
   d. She lets them decay.

4. Where did Tina live before she met Wilma?
   a. In Wilma's garden
   b. In a tiny house
   c. On a street with big cars
   d. In a distant country

UNIT 5

Word List

acquaint [əkwéint] *v.*

To **acquaint** is to get to know something or someone.

→ *Nancy **acquainted** herself with the new computer.*

cemetery [sémətèri] *n.*

A **cemetery** is where people are buried when they die.

→ *Some people are scared of **cemeteries**.*

curse [kə:rs] *v.*

To **curse** someone or something is to hope that bad things happen to them.

→ *The witch **cursed** the village.*

disguise [disgáiz] *n.*

A **disguise** is something you wear so people cannot tell who you are.

→ *Everyone knew that it was Dad in the Santa **disguise**.*

fancy [fǽnsi] *adj.*

If something is **fancy**, it is nicer than normal.

→ *Their table was all set for a **fancy** dinner.*

flashlight [flǽʃlàit] *n.*

A **flashlight** is a small electric light that you carry in your hand.

→ *We took a **flashlight** when we went camping.*

hood [hud] *n.*

A **hood** is part of a coat that goes over your head.

→ *She put on her **hood** to keep her head warm.*

inhabitant [inhǽbətənt] *n.*

An **inhabitant** is a person who lives in a certain place.

→ *The number of **inhabitants** in the countryside is increasing.*

nourish [nə́:riʃ] *v.*

To **nourish** something is to give it food that it needs to live.

→ *A good mother will **nourish** her baby every day.*

pirate [páiərət] *n.*

A **pirate** is a sailor who steals things from other boats.

→ ***Pirates** are very scary characters.*

publication [pʌbləkéiʃən] *n.*

A **publication** is something printed, like a newspaper or book.

→ *She's been a subscriber to that **publication** for over ten years.*

riddle [rídl] *n.*

A **riddle** is a question that is difficult to answer but meant to be funny.

→ *I could not answer Wendy's **riddle**, but it made me laugh.*

rot [rɔt] *v.*

When something **rots**, it slowly gets softer and is destroyed.

→ *The old log began to **rot** in the forest.*

scare [skɛə:r] *v.*

To **scare** means to cause one to feel frightened.

→ *I was **scared** by the sight of the monster.*

shortly [ʃɔ:rtli] *adv.*

If something will happen **shortly**, it will happen very soon.

→ *My workday will end **shortly**.*

skeleton [skélətn] *n.*

A **skeleton** is the bones of a body.

→ *There is a **skeleton** in the science classroom.*

spoil [spɔil] *v.*

If something **spoils**, it turns bad or rots.

→ *We left the fruit out too long, and it **spoiled**.*

starve [sta:rv] *v.*

If a person **starves**, they do not get enough to eat and sometimes die.

→ *During the war, many people **starved**.*

thrill [θril] *n.*

A **thrill** is an exciting feeling.

→ *The boys enjoy the **thrill** of surfing a big wave.*

wicked [wíkid] *adj.*

If something is **wicked**, it is very bad or evil.

→ *My boss is a very **wicked** man.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **scared / cursed**

   Mary _____ the creature that came into her yard and _____ her dog.

2. **skeletons / cemetery**

   I don't like to walk in the _____. I always think about the _____ that are under the ground there.

3. **fancy / hood**

   My mother bought me a _____ new coat. My favorite part is the warm _____.

4. **riddles / flashlight**

   When my friend stayed at my house, we sat with a _____. Instead of sleeping, we sat and told _____ for an hour!

5. **disguise / wicked**

   Judy wanted to find a _____ that was scary. Finally, she decided to dress like a _____ witch.

6. **rotted / nourish**

   We planted a vegetable garden to help _____ our family. But many of the plants _____ before we could eat them.

7. **spoiled / starving**

   The poor family was _____ after all of their food _____.

8. **inhabitant / shortly**

   Tim loves being an _____ of that town. _____ after he moved there, he made many friends.

9. **publication / thrill**

   I entered a contest that was in my favorite _____. Imagine the _____ when I won!

10. **acquainted / pirates**

    Christie _____ me with her city's library. Since then, I have read every book they have about _____.

Exercise 2

UNIT 5

Choose the answer that best fits the question.

1. Which of the following best describes an evil person?
   a. Shortly b. Curse c. Fancy d. Wicked
2. Which one is a feeling?
   a. A thrill b. A hood c. A flashlight d. An inhabitant
3. Which one can you wear?
   a. A cemetery b. A disguise c. A publication d. A riddle
4. Which of the following is most related to death?
   a. Spoil b. Acquaint c. Starve d. Nourish
5. Which of the following is most commonly related to the ocean?
   a. Rot b. Scare c. Skeleton d. Pirate

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. Mom says we need to hurry because the game will start very soon.
   _____
2. It's a good idea to get to know with co-workers.
   _____
3. My little brother bothered me all day by asking me to solve his difficult questions.
   _____
4. A reporter at that newspaper won a prize.
   _____
5. I am an individual who lives in the central part of town.
   _____
6. He was crying because he was caused to feel fright.
   _____
7. I want to buy that really nice dress I saw in the store.
   _____
8. I need a light I can carry to see in the dark cabin.
   _____
9. The children were afraid that the witch would hope bad things would happen to them.
   _____
10. The part of your coat that covers your head keeps your head nice and warm.
    _____

Trick-or-treat!

Many different cultures have had traditions about the dead. People in places like Ireland, China, Egypt and Mexico believed that souls needed food. They thought the food **nourished** them on their journey from **cemeteries** to heaven. People had to put out good things for souls to eat. However, if the food **rotted** or **spoiled**, the soul got mad. The **wicked** soul might **curse** the family and make them **starve** during the winter.

In other places, people begged for food on a holiday that remembers the souls of dead saints. People wore **disguises** with **hoods** that covered their faces. If they did not get food, they played a trick on the home. For this reason, the activity is known as "trick-or-treating." **Shortly** after people first began trick-or-treating, parents started sending their children to beg on that day. Housewives gave the children food if they performed a song or a dance. When people moved to America from all over the world, they brought this tradition with them. **Inhabitants** of villages started trick-or-treating in the early 1900s. In 1939 a children's **publication acquainted** the whole country with the tradition. It became very popular.

Today, trick-or-treaters are not begging for food, and they are not **scared** of souls. They just enjoy the **thrill** of dressing up like creatures and getting candy. Ghosts and **skeletons** are favorite costumes. But some children wear **fancy** disguises, like **pirates**. They carry **flashlights** instead of fires. In some places, children still perform songs or **riddles** to get candy. But most of the time, they just say "Trick-or-Treat!"

Reading Comprehension

UNIT 5

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ People from places like Iceland, Italy, Kenya and Canada believed souls needed food.

_____

2. ____ Many cultures believed that souls needed food to nourish them on their journey back to life.

_____

3. ____ Housewives gave children food if they did chores around their homes.

_____

4. ____ Shortly after a children's publication wrote about trick-or-treating, it became popular.

_____

5. ____ Children often wear fancy disguises for trick-or-treating today.

_____

6. ____ Inhabitants from villages started trick-or-treating in the 1940s.

_____

PART B **Answer the questions.**

1. Which of the following is the most popular disguise?
   a. Hood
   b. Skeleton
   c. Creature
   d. Pirate

2. Why did souls need food?
   a. Theirs rotted
   b. They were starving
   c. For their long journey to heaven
   d. To obtain new bodies

3. What did the souls do when they left cemeteries?
   a. Got new bodies
   b. Dug up skeletons
   c. Went to heaven
   d. Got acquainted with people

4. Why do children perform riddles when they trick-or-treat?
   a. To get candy
   b. To get flashlights
   c. To get costumes
   d. To get a thrill

UNIT 6

Word List

alert [ələ́:rt] *v.*

To **alert** someone is to tell or warn them about something.

→ *The fire alarm **alerted** us that there was a problem.*

broadcast [brɔ́:dkæ̀st] *n.*

A **broadcast** is a television or radio show.

→ *We watched the **broadcast** of the local news on TV.*

bulletin [búlətin] *n.*

A **bulletin** is a news report that talks about very recent and important events.

→ *There was a live **bulletin** reporting on the economy of the city.*

bump [bʌmp] *n.*

A **bump** is a small raised area on a surface.

→ *The monkey got a **bump** on his head because he was hit by a rock.*

chop [tʃɑp] *v.*

To **chop** something means to cut it into pieces with a tool.

→ *Mom **chopped** some vegetables to put into the stew.*

closet [klɑ́zit] *n.*

A **closet** is a small room used to store things.

→ *Marie has many clothes inside of her **closet**.*

console [kənsóul] *v.*

To **console** someone who is sad means to make them comforted.

→ *When my dog ran away, my dad **consoled** me.*

district [dístrikt] *n.*

A **district** is a small part of a city, county, state, or country.

→ *I live in a residential **district** of Seattle, Washington.*

drawer [drɔ́:ər] *n.*

A **drawer** is a small part in furniture that is used to store things.

→ *I put my clothes into the empty **drawers**.*

endure [endjúər] *v.*

To **endure** something tough means to do or go through it.

→ *She had to **endure** her husband shouting all day long.*

execute [éksikjù:t] *v.*

To **execute** someone means to kill them as a legal punishment.

→ *Some people are **executed** for serious crimes.*

grasp [græsp] *v.*

To **grasp** something means to hold it.

→ *He **grasped** the bag of money tightly.*

rear [riə:r] *n.*

When something is in the **rear** of something, it is in the back.

→ *The man loaded the **rear** of his truck with boxes.*

senator [sénətər] *n.*

A **senator** is someone who makes laws for a state.

→ *The young **senator** promised to make laws that would help the people.*

skull [skʌl] *n.*

A **skull** is the hard part of your head. Your brain is inside of it.

→ *The brain is protected by the **skull**.*

stir [stə:r] *v.*

To **stir** something means to mix it using something small, like a spoon.

→ *Mom **stirred** the batter until it was smooth.*

tap [tæp] *v.*

To **tap** something is to hit it lightly.

→ *He **tapped** the keys of the keyboard to write a short word.*

tremendous [triméndəs] *adj.*

When something is **tremendous**, it is very large.

→ *The Earth's oceans are filled with a **tremendous** amount of water.*

underneath [ʌndərní:θ] *prep.*

When something is **underneath** something else, it is below or lower than it.

→ *The roots of a tree are located **underneath** the ground.*

worm [wə:rm] *n.*

A **worm** is a small animal with a long, thin body.

→ ***Worms** are often used to help catch fish.*

Exercise 1

Choose the word that is a better fit for each blank.

1. **districts / senator**

   The _____ lived in one of the poorest _____ in the country.

2. **skull / tapped**

   When he _____ his fist on the top of his _____, it made a funny sound.

3. **underneath / worm**

   If you want to find a _____, try looking _____ rocks or pieces of wood.

4. **consoled / broadcast**

   She _____ her children by watching a humorous _____ with them after school.

5. **execute / tremendous**

   She felt _____ sorrow after her husband was _____ for his crime.

6. **endure / bulletin**

   He decided to listen to the news _____ because he could no longer _____ the boredom of being home alone.

7. **grasp / stir**

   The soup was very thick. He had to _____ the spoon with both hands in order to _____ it.

8. **alerted / rear**

   The television news _____ us of the storm. We put the car in the _____ of the house where it would be protected.

9. **chop / drawer**

   She looked at all the tools in the _____ but could not find anything to use to _____ the meat.

10. **bump / closet**

    Many toys had been piled beneath the carpet in the _____. The _____ I got from hitting my head on the door was painful.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The mother comforted her crying child.
   _____
2. Every Sunday, the family watched a television show about animals.
   _____
3. I couldn't find my coat in the small room.
   _____
4. John left his paper lower than his school books.
   _____
5. The person who makes laws sat behind a large desk.
   _____
6. In order to get over the wall, the cat had to make a very large jump.
   _____
7. Harold slowed the car down as he drove over the small raised part.
   _____
8. There is very little rain in my part of the state.
   _____
9. Because he committed such a horrible crime, he was killed by the legal system.
   _____
10. The cook cut into pieces the vegetables for his soup.
    _____

Exercise 3

Choose the answer that best fits the question.

1. Which of the following best describes a news program?
   a. Grasp b. Bulletin c. Tap d. Alert
2. Which one do you put things into?
   a. A drawer b. A bump c. A district d. A worm
3. Which of the following describes something in the back?
   a. Endure b. Skull c. Rear d. Tremendous
4. Which of the following does an alarm do for people?
   a. Alert them b. Console them c. Execute them d. Tap them
5. Which of the following means to go through something difficult?
   a. Chop b. Broadcast c. Stir d. Endure

The Senator and the Worm

A rich **senator** lived in a big house. He had more money than anyone in his **district**. One day, he was sitting on a chair listening to a radio **broadcast**. As he listened to the news **bulletin**, a **worm** crawled from **underneath** the chair and onto his head.

His cook was in the kitchen **stirring** some spaghetti sauce. Suddenly, a cry from the senator **alerted** him. He ran to the **rear** of the house where the senator was sitting.

The cook looked and saw the worm. He tried to **console** the senator. "I'll take it off right away," he said.

"No!" shouted the senator. "I want you to kill it."

"But it's only a worm," the cook said. "Why should we **execute** it? It hasn't committed a crime."

The senator could not **endure** the worm on his head. "Hurry!" he shouted.

The cook looked through several **drawers**, but found nothing. Then he ran to the **closet** and took out a pipe. He returned to the senator and lifted the pipe over his head. He knew he couldn't just **tap** the worm. He was going to hit it hard. He **grasped** the pipe tightly.

"What are you waiting for?" said the senator. "Kill it!"

The cook swung the pipe at the senator's head.

"Oh, no," the worm said. "He's going to **chop** me in half." It jumped off the senator's head.

There was a **tremendous** noise. "Owww!" cried the senator.

A **bump** rose upon his **skull**. Meanwhile, the worm crawled outside.

"That was close," said the worm. "Instead of being nice, he wanted to hurt me. Now, that man has a big bump on his head."

Reading Comprehension

UNIT 6

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The senator had a lot of money.

   _____

2. ____ The senator was listening to a radio broadcast.

   _____

3. ____ The senator wanted the cook to kill the worm.

   _____

4. ____ The cook found a pipe in one of the drawers.

   _____

5. ____ The cook knew he was going to tap the worm.

   _____

6. ____ The worm was chopped in half on the senator's head.

   _____

PART B **Answer the questions.**

1. What was the senator doing when the worm crawled onto his head?
   a. Listening to the radio
   b. Watching a broadcast
   c. Looking in the closet
   d. Consoling the cook

2. Which of the following did the cook NOT do?
   a. Stir some spaghetti sauce
   b. Look through several drawers
   c. Hit the senator's skull
   d. Execute the worm

3. Why did the senator tell the cook to hurry?
   a. He was hiding in the rear of the house.
   b. He knew he had to alert the cook.
   c. He couldn't endure the worm on his head.
   d. He had heard a tremendous noise.

4. After the cook hit the senator, where did the worm go?
   a. Into the kitchen
   b. Underneath the chair
   c. Outside the house
   d. Onto the cook's head

UNIT 7

Word List

abandon [əbǽndən] *v.*

To **abandon** something is to leave it forever or for a long time.

→ *The old room had been **abandoned** years before.*

ambitious [æmbíʃəs] *adj.*

If someone is **ambitious**, they want to be rich or successful.

→ *Kendra had to be **ambitious** to get into medical school.*

bark [bɑ:rk] *v.*

When a dog **barks**, it makes a short, loud noise.

→ *The dog **barked** loudly and frighteningly.*

bay [bei] *n.*

A **bay** is an area near the ocean where the land goes inward.

→ *The Golden Gate Bridge crosses San Francisco **Bay**.*

brilliant [briljənt] *adj.*

If someone is **brilliant**, they are very smart.

→ *My younger sister is **brilliant** for someone her age.*

chin [tʃin] *n.*

Your **chin** is the hard part at the bottom of your face.

→ *Luke pointed to the hair on his **chin**.*

complaint [kəmplèint] *n.*

A **complaint** is something you say to tell people that you don't like something

→ *Mom said she didn't want to hear my brother's **complaints**.*

deaf [def] *adj.*

When someone is **deaf**, they cannot hear.

→ *Susan was born **deaf**.*

enthusiastic [enəù:ziæstik] *adj.*

To be **enthusiastic** about something is to be excited by or interested in it.

→ *The man was **enthusiastic** about his job.*

expedition [èkspədíʃən] *n.*

An **expedition** is a long trip, usually to a place very far away.

→ *They got into their spaceship to begin their **expedition**.*

horizon [həráizən] *n.*

The **horizon** is where the sky looks like it meets the ground.

→ *The sun dipped below the **horizon**.*

loyal [lɔ́iəl] *adj.*

To be **loyal** to something or someone is to agree to always help them.

→ *The three friends are very **loyal** to each other.*

mayor [méiə:r] *n.*

The **mayor** is the person in charge of a city.

→ *The **mayor** of my hometown is quite a powerful speaker.*

mutual [mjú:tʃuəl] *adj.*

If something is **mutual**, it is felt in the same way by two or more people.

→ *Robert likes Sarah. The feeling is **mutual**.*

overweight [òuvərwéit] *adj.*

If someone is **overweight**, they are very fat.

→ *Roger eats too much, so now he's **overweight**.*

refuge [réfju:dʒ] *n.*

A **refuge** is a place where you go to be safe.

→ *When it started to rain, she found **refuge** in the house.*

restore [ristɔ́:r] *v.*

To **restore** something is to put it back the way it was.

→ *Victor **restored** the old car.*

rub [rʌb] *v.*

To **rub** something is to push on it and move your hand back and forth.

→ *Mom's feet were sore, so she **rubbed** them.*

senses [sensiz] *n.*

Your **senses** are how you see, taste, hear, feel and smell.

→ *It would be hard to live without your five **senses**.*

veterinarian [vètərənɛ́əriən] *n.*

A **veterinarian** is a doctor that takes care of animals.

→ *Wanda became a **veterinarian** because she loves dogs.*

Exercise 1

PART A Choose the right word for the given definition.

1. a doctor for animals
   a. ambitious b. veterinarian c. mayor d. mutual
2. to leave something
   a. rub b. bark c. abandon d. restore
3. very smart
   a. loyal b. enthusiastic c. deaf d. brilliant
4. a safe place
   a. refuge b. horizon c. bay d. expedition
5. the bottom part of a face
   a. complaint b. chin c. senses d. overweight

PART B Choose the right definition for the given word.

1. mutual
   a. fat b. having the same relationship with each other
   c. smart d. hard working
2. complaint
   a. a trip b. a statement of unhappiness
   c. a safe place d. where the land curves in
3. bark
   a. a part of the face b. a doctor for animals
   c. a sound made by a dog d. the bottom of the sky
4. enthusiastic
   a. unable to hear b. to leave behind
   c. to agree to do the job d. wanting to do something very much
5. mayor
   a. a town leader b. to press back and forth
   c. to put back d. the ability to see and touch
6. rub
   a. to move your hand over b. the leader of a town
   c. to show displeasure d. a small inlet of water
7. loyal
   a. to put back to the way before b. weighing too much
   c. not able to hear d. to always help
8. horizon
   a. very smart b. to want to be successful
   c. where the sky and earth meet d. hard working
9. restore
   a. to change to the way it used to be b. to leave behind
   c. to agree to do the job d. unable to hear
10. senses
    a. having similar ideas b. to press back and forth
    c. how one sees, hears, and smell d. a far-away journey

Exercise 2

Choose the answer that best fits the question.

1. Where could you put a boat?
   a. On the horizon
   b. In a refuge
   c. In the bay
   d. In an expedition

2. What would happen if you ate too much?
   a. You might become overweight.
   b. You would be brilliant.
   c. You could become a veterinarian.
   d. You might be loyal.

3. What helps you smell things?
   a. The mayor
   b. Your complaints
   c. Being deaf
   d. Your senses

4. Which of the following can you feel about a holiday?
   a. Mutual
   b. Ambitious
   c. Enthusiastic
   d. Abandon

5. What do you do to improve an old house?
   a. Restore it
   b. Bark at it
   c. Rub it
   d. Point your chin at it

6. What does it mean to be deaf?
   a. You can't smell.
   b. You are dead.
   c. You can't hear.
   d. You can't feel.

7. Which of these people goes on expeditions as part of their job?
   a. An airplane pilot
   b. A school teacher
   c. A police officer
   d. An engineer

8. Which of the following words is most likely to be related to the horizon?
   a. Computer
   b. School
   c. Newspaper
   d. Sun

9. Which of the following means to be rich and successful?
   a. Mayor
   b. Ambitious
   c. Overweight
   d. Loyal

10. Which of the following means having the same feelings as someone else?
    a. Ambitious
    b. Enthusiastic
    c. Overweight
    d. Mutual

Patsy Ann

A long time ago in Alaska, a dog named Patsy Ann watched the **horizon**. Every day, she waited by the **bay** for ships returning from an **expedition**.

Patsy Ann was a **brilliant** dog, and she was very unique. She was **deaf**. She couldn't **bark**, either. But she used all of her other **senses** to know when a ship was near.

Patsy Ann lived on the streets. Her owners did not want her because she could not hear. So they **abandoned** her. She found **refuge** in a fancy hotel. Guests **rubbed** her back and scratched her **chin**. Many people gave her food. She became quite **overweight**.

She became very famous. Visitors to Alaska were **enthusiastic** about meeting her. They brought presents for her. They liked seeing her and the feeling was **mutual**. The **mayor** said Patsy Ann should be called the town's greeter*.

The people in town loved Patsy Ann, too, even though she lived on the streets. They were willing to fight to keep her. A new law made all dogs wear a collar and get shots. The mayor received many **complaints**. People wanted Patsy Ann to be able to stay. One **ambitious** sailor got people to help. Together, they paid for Patsy Ann to go to the **veterinarian**. She got her shots and collar. She could stay.

When Patsy Ann died, everyone missed the town's **loyal** greeter. So the mayor hired someone to make a statue of Patsy Ann. He **restored** the town's greeter. Now, she sits at the dock forever, waiting for ships to come home.

*greeter – a person whose job is to say hello to new people.

Reading Comprehension

UNIT 7

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Patsy Ann liked to watch the bay.

_____

2. ____ Patsy Ann was abandoned by an expedition to Alaska.

_____

3. ____ Patsy Ann was a loyal greeter in the town.

_____

4. ____ The dog liked people and the feeling was mutual.

_____

5. ____ The law said that all dogs had to have a home to stay in town.

_____

6. ____ Patsy Ann barked at all of the ships coming in.

_____

PART B **Answer the questions.**

1. What could Patsy Ann NOT do?
   a. Bark
   b. Use any of her senses
   c. Go to the veterinarian
   d. Find refuge

2. What was the sailor who helped Patsy Ann?
   a. Brilliant
   b. Ambitious
   c. Overweight
   d. Enthusiastic

3. Why did Patsy Ann go to the hotel?
   a. To get a new collar
   b. To wait for returning ships
   c. To have her hearing restored
   d. To get food

4. Why was the dog abandoned?
   a. Because she was overweight
   b. Because the veterinarian didn't like her
   c. Because she was deaf
   d. Because she was mean to them

UNIT 8

Word List

anniversary [ænəvə́:rsəri] *n.*

An **anniversary** is a day that celebrates something from the past.

→ *My parents went out to eat for their wedding **anniversary**.*

arithmetic [s] *n.*

Arithmetic is math.

→ *I like to study **arithmetic** at school.*

ashamed [əʃéimd] *adj.*

To be **ashamed** is to feel upset because you did something wrong or bad.

→ *He was **ashamed** when he found out that I knew about his past.*

burst [bə:rst] *v.*

To **burst** is to suddenly break open or apart.

→ *The bomb **burst** over the city.*

carpenter [kɑ́:rpəntər] *n.*

A **carpenter** is a person who builds things with wood.

→ *We hired a **carpenter** to make a cupboard.*

coal [koul] *n.*

Coal is a hard black rock that you burn for heat.

→ *Many power stations burn **coal** to produce energy.*

couch [kautʃ] *n.*

A **couch** is a long, soft seat that many people can sit on.

→ *Kim and Martin's new **couch** was very expensive.*

drip [drip] *v.*

When a liquid **drips**, just a little bit falls at a time.

→ *I heard water **dripping** from the faucet.*

elegant [éligənt] *adj.*

If something is **elegant**, it is very fancy and pleasing.

→ *In Japan, women wear **elegant** kimonos on special occasions.*

fabric [fæbrik] *n.*

Fabric is cloth used to make clothes, furniture, etc.

→ *The towels were made from a soft **fabric**.*

highlands [hailənd] *n.*

The **highlands** are high areas of land, usually with mountains.

→ *The man had a small home in the **highlands**.*

ivory [áivəri] *n.*

Ivory is a white, hard substance that comes from elephants.

→ *The elephant's long **ivory** tusks looked very impressive.*

mill [mil] *n.*

A **mill** is a building where flour is made.

→ *The farmer took his wheat to the **mill** to make it into flour.*

needle [ní:dl] *n.*

A **needle** is a small, sharp piece of metal that you use to make or fix clothes.

→ *I used a **needle** to fix the hole in my pants.*

polish [páliʃ] *v.*

To **polish** something is to rub it in order to make it shiny.

→ *Mark spent all morning **polishing** his shoes for the wedding.*

sew [sou] *v.*

To **sew** means to put pieces of cloth together using string.

→ *I learned to **sew** when I was a little girl.*

shed [ʃed] *n.*

A **shed** is a small building where you store things like tools.

→ *We have a small **shed** in the backyard for storage.*

thread [θred] *n.*

A **thread** is a thin piece of string.

→ *I have many different colors of **thread** at home.*

trim [trim] *v.*

To **trim** something is to cut it a little bit.

→ *I had my hair **trimmed** this afternoon.*

upwards [ʌpwərdz] *adv.*

If something goes **upwards**, it moves vertically higher.

→ *The kite went **upwards** further and further.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **anniversary / elegant**

   Because it was their _____, my father bought my mother a gift. It was an _____ coat.

2. **arithmetic / upwards**

   It takes a lot of _____ to design new airplanes. You have to know how to make them go _____ in the easiest way.

3. **couch / ashamed**

   You should be _____ of yourself! You know you're not supposed to eat on the _____!

4. **burst/ dripped**

   When the wind blew, the door _____ open. And since it was raining, water _____ into the room.

5. **sew / carpenter**

   My brother is a _____, so he knows about construction. However, he doesn't know how to _____.

6. **coal / highlands**

   I heard a news story about something in the _____. I guess they found _____ under the ground.

7. **ivory / needle**

   Archeologist found _____ made from _____ in Africa.

8. **threads / mill**

   People who work at the _____ do many things to stay safe. For example, they do not have _____ hanging from their clothing because they can get caught in the machinery.

9. **fabric / polish**

   Bruce worked hard to _____ the wood floors. Afterwards, he wiped the floor with a soft _____.

10. **shed / trim**

    On Saturday, my dad made me clean out the _____. I also had to _____ the bushes.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. How good are you at <u>math</u>?
   _____
2. There were some <u>thin strings</u> hanging from my shirt.
   _____
3. I wanted to get a <u>little hair cut off</u> today, but I had no time to make it to the salon.
   _____
4. The <u>cloth</u> was dirty from being outside.
   _____
5. Smoke from the fire rose <u>high into the air</u>.
   _____
6. Sometimes the dog goes inside <u>the small building with tools</u> when it gets cold.
   _____
7. I live in the <u>mountainous area</u> of the country.
   _____
8. The old <u>place where they made flour</u> was interesting to visit.
   _____
9. I used to <u>put cloth together</u> with my grandmother.
   _____
10. The silver was <u>made to look shiny</u>.
    _____

Exercise 3

Choose the answer that best fits the question.

1. What kind of material does a carpenter work with?
   a. Plastic b. Iron c. Brick d. Wood
2. Which of these things could drip?
   a. A dog b. Water c. A ball d. Dirt
3. What could you make with a needle?
   a. A shirt b. A car c. A computer d. A chair
4. What does it mean if your water pipes burst?
   a. They are new. b. They've been cleaned.
   c. They are frozen. d. They've exploded.
5. Which is the same color as ivory?
   a. A needle b. A tooth c. Coal d. Wood

The Anniversary Gift

Joe was a **carpenter**. He built houses in the **highlands**. Joe's wife Stella used a **needle** and **thread** to **sew elegant** clothing. She only used beautiful **fabric** to make clothes.

Since they didn't have a lot of money, they lived in an old **shed**. Water **dripped** in when it rained. They had broken chairs instead of a **couch**. But they had **coal** for heat, and flour from the **mill** for bread. Together, they **trimmed** the bushes to make their house look nice. Joe and Stella were poor, but not **ashamed**. They were happy.

Sometimes in the evening, they walked downtown. They looked in store windows and dreamed. Stella wanted a hairbrush with an **ivory** handle. She pulled her hair **upwards** every day because she didn't have a brush to make it nice. Joe wanted to fix his grandfather's watch.

For their **anniversary**, Stella wanted to get Joe what he wanted. But then she did the **arithmetic**. It would take at least six months to save enough money. Then she had an idea. She cut off all of her hair and sold it.

Meanwhile, Joe knew that he could never fix his watch. So he **polished** it and sold it. He made enough to buy the brush.

On their anniversary, the door **burst** open. Joe was excited to give Stella his gift. But first, Stella gave him the money to fix the watch. When he saw his wife without any hair, he smiled. "I sold my watch to buy you something," Joe said. He gave her the brush, and she laughed. They were both willing to give up something very special to make each other happy.

Reading Comprehension

UNIT 8

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Stella and Joe were ashamed of themselves.

_____

2. ____ Joe was a carpenter.

_____

3. ____ Stella and Joe were too poor to heat their shed with coal.

_____

4. ____ Joe asked Stella to trim the bushes.

_____

5. ____ Stella used a needle and thread to sew elegant things with beautiful fabric.

_____

6. ____ Water dripped into their house.

_____

PART B **Answer the questions.**

1. Where were the houses that Joe worked on?
   a. Near the mill
   b. In the shed
   c. On an elegant street
   d. In the highlands

2. What did Joe do with his watch?
   a. Hit it with his hammer
   b. Lifted it upward to see it
   c. Left it in the shed
   d. Polished it and sold it

3. What did Stella make?
   a. Elegant clothing
   b. Ivory hairbrushes
   c. Couches
   d. Anything for herself

4. What did Stella do for Joe on their anniversary?
   a. Sold her hair
   b. Combed her hair
   c. Made him a shirt
   d. Bought him a gold watch

UNIT 9

Word List

ail [eil] *v.*

To **ail** a person or group is to cause difficulty or pain.

→ *My brother went to the doctor to see what was **ailing** him.*

ally [ælai] *n.*

An **ally** is someone who agrees to help or support you.

→ *I was happy to find many **allies** who shared the same opinion as me.*

boast [boust] *v.*

To **boast** is to talk about how good you are.

→ *We all became tired of listening to him **boast** about himself all day.*

bounce [bauns] *v.*

To **bounce** is to move something up and away from a surface after hitting it.

→ *Owen **bounced** the ball on the ground.*

bully [búli] *n.*

A **bully** is a person who is mean to others.

→ *The two **bullies** always picked on the smaller, weaker kids.*

carbohydrate [kà:rbouhàidreit] *n.*

Carbohydrates are substances in foods like bread that give you energy.

→ ***Carbohydrates** like rice are a good source of energy for active people.*

crawl [krɔ:l] *v.*

To **crawl** is to move slowly on your hands and knees.

→ *The baby **crawled** across the floor.*

defeat [difí:t] *v.*

To **defeat** someone is to beat them in a game or battle.

→ *The champion **defeated** the challenger in the boxing match.*

dial [dáiəl] *n.*

A **dial** is the front of a clock.

→ *I looked at the **dial** to see what time it was.*

dominant [dámənənt] *adj.*

When someone or something is **dominant**, they are stronger than others.

→ *The gorilla is one of the **dominant** animals in the jungle.*

mercy [mə:rsi] *n.*

If you show **mercy**, you choose not to punish or harm someone.

→ *He asked his boss for **mercy** and to not fire him.*

nod [nɑd] *v.*

To **nod** is to move your head up and down.

→ *I **nodded** my head as I listened to the song.*

opponent [əpóunənt] *n.*

An **opponent** is someone who fights against you.

→ *On the field, our **opponents** were too good for us.*

quarrel [kwɔ́:rəl] *v.*

To **quarrel** is to argue or fight.

→ *Billy **quarreled** with his wife about buying a new house.*

rival [ráivəl] *n.*

A **rival** is someone that is trying to keep you from getting what you want.

→ *The three **rivals** were all competing for the same job.*

sore [sɔ:r] *adj.*

When a part of your body is **sore**, it hurts.

→ *After lifting the heavy box, Mona's back was **sore**.*

sting [stiŋ] *v.*

To **sting** is to cause pain by pushing a sharp part into the skin.

→ *The needle **stung** my arm and made me say, "Ouch!"*

strain [strein] *v.*

To **strain** is to try very hard.

→ *Casey **strained** to lift the heavy box.*

torture [tɔ́:rtʃə:r] *n.*

Torture is something that causes you physical or mental pain.

→ *Greg thought that writing the essay was **torture**.*

wrestle [résəl] *v.*

To **wrestle** is to play a game where you try to push someone to the floor.

→ *My dad loved to **wrestle** when he was in high school.*

Exercise 1

PART A Choose the word for the given definition.

1. someone who helps you
   a. bully b. ally c. bounce d. quarrel
2. to move your head up and down
   a. wrestle b. strain c. nod d. defeat
3. to move on your hands and knees
   a. crawl b. boast c. torture d. mercy
4. to move something up and away after hitting it
   a. sore b. sting c. defeat d. bounce
5. to cause difficulty or pain
   a. rival b. ail c. whistle d. carbohydrate

PART B Choose the right definition for the given word.

1. boast
   a. to go on your hands b. to be mean to people
   c. to move you head d. to talk about yourself
2. dominant
   a. to be hurt b. a friend
   c. stronger d. a fight
3. defeat
   a. to feel tired b. to try hard
   c. to beat d. a face
4. mercy
   a. someone on the other side b. to push to the ground
   c. to not give punishment d. to feel terrible
5. carbohydrate
   a. to win b. to move off of something
   c. to cause an injury d. food
6. quarrel
   a. an argument b. a face of a clock
   c. to move your head d. to talk about yourself
7. strain
   a. to try very hard b. a friend
   c. stronger d. to move something up and away
8. rival
   a. to move the head up and down b. to try hard
   c. food d. one who keeps another from getting some
9. wrestle
   a. someone on the other side b. to push to the ground
   c. to be hurt d. to feel terrible
10. sore
    a. not giving another punishment b. to be hurt
    c. to cause an injury d. to move on the floor

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Carol is always talking about how good she is to other people.

   _____

2. Jerry is a person who enjoys being mean to classmates.

   _____

3. Foods like bread and rice give you a lot of energy for an active lifestyle.

   _____

4. We were all sad after our team was beaten in the game.

   _____

5. I was caused pain by a sharp point as I was walking through the grass barefoot.

   _____

6. Look at the numbers on the clock face to see what time it is.

   _____

7. If you can't speak, then move your head up and down for yes and no.

   _____

8. The person who was fighting against me tried to catch me off guard.

   _____

9. I tried very hard to lift the heavy boxes from the desk.

   _____

10. Sitting through his long, boring speech was a horrible mental pain.

    _____

Dalton vs. the Bully

Dalton was a nice boy, but sometimes the other boys made fun of him because he was so tall and skinny. Dalton's biggest problem was Mitch. He was a **bully** who **boasted** about his strength. He **quarreled** with the other boys. Sometimes, if boys gave Mitch their lunch money, he would have **mercy** and leave them alone.

One day, the boys learned about a special Middle School Olympics. Their gym class was going to be in it. Many kids were excited. But Dalton thought it sounded like **torture**.

That morning, Dalton ate plenty of **carbohydrates** for breakfast. He entered the gym and looked at the **dial** on the clock. It was time to begin. The teacher asked if they were ready. Everyone **nodded**, except Dalton.

"I got **stung** by a bee. I need to see the nurse." said Dalton. He made it up so he wouldn't have to play.

"I don't believe you. Get ready to play," responded the coach.

First, they **wrestled**. Then they jumped, **crawled** and played other games. But Mitch was **dominant** in every event.

They **strained** all morning to **defeat** him. By lunch, they were **sore**. Their entire bodies **ailed** them. They thought about how to win. They knew the last game of the day was volleyball. Kids who used to be Dalton's **rivals** became his **allies**. They wanted him to help them beat Mitch. Dalton was going to be Mitch's **opponent**.

The game started. Every time Mitch tried to hit the ball over the net, Dalton stopped it. Finally, Mitch used all of his strength. But the ball **bounced** off Dalton's hands and back into Mitch's face! Finally Mitch was defeated.

Reading Comprehension

UNIT 9

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ___ Mitch was a bully.

   _____

2. ___ Everyone was nice to Dalton.

   _____

3. ___ Dalton became ailed when a bee stung him.

   _____

4. ___ Dalton's biggest problem was being tall.

   _____

5. ___ When they wrestled, Mitch was dominant.

   _____

6. ___ The boys felt sore at lunchtime.

   _____

PART B **Answer the questions.**

1. Which of the following was NOT part of their Olympics?
   a. Wrestling
   b. Volleyball
   c. Crawling
   d. Speed skating

2. What did boys give Mitch so he would have mercy on them?
   a. A dial
   b. Money
   c. A whistle
   d. Carbohydrates

3. Where did the Olympics happen?
   a. In the gym
   b. At the bully's school
   c. At their rival's field
   d. At Dalton's house

4. What did the boys want to do to Mitch?
   a. Be his opponent
   b. Show him mercy
   c. Defeat him
   d. Strain against him

UNIT 10

Word List

absence [ǽbsəns] *n.*

Absence is the state of something being away.

→ *There is an **absence** of sand in the hourglass.*

aloud [əláud] *adv.*

If you say something **aloud**, you say it so that others can hear you.

→ *My father often reads stories **aloud** to me and my sister.*

bald [bɔ:ld] *adj.*

If someone is **bald**, they have no hair.

→ *My oldest brother is **bald**.*

blanket [blǽŋkit] *n.*

A **blanket** is a piece of cloth that you use to keep warm or to sit upon.

→ *I laid a **blanket** on the ground so that we could have a picnic.*

creep [kri:p] *v.*

To **creep** is to move quietly and slowly.

→ *The cat slowly **crept** down the tree.*

divorce [divɔ́:rs] *n.*

Divorce is an event in which a marriage is ended.

→ ***Divorce** rates have increased in the past twenty years.*

imitate [ímitèit] *v.*

To **imitate** someone is to do exactly what they do.

→ *He **imitated** his favorite superhero by putting on a costume.*

infant [ínfənt] *n.*

An **infant** is a baby.

→ *The **infant** cried all night.*

kidnap [kídnæp] *v.*

To **kidnap** someone is to take them illegally.

→ *She was terrified to find out her son was **kidnapped**.*

nap [næp] *n.*

A **nap** is a short sleep, usually during the day.

→ *I took a short **nap** because I stayed up late last night.*

nowhere [nóuhwèə:r] *adv.*

You use **nowhere** to say that a place or thing does not exist.

→ *Unfortunately, water was **nowhere** to be found.*

pat [pæt] *v.*

To **pat** something is to hit it softly with your hand.

→ *I **patted** some lotion onto my face.*

relief [rili:f] *n.*

Relief is a feeling you get when something bad or challenging ends.

→ *I felt a sense of **relief** when I heard the good news.*

reproduce [ri:prədjú:s] *v.*

To **reproduce** is to make something exactly how someone else did it.

→ *The children tried to **reproduce** their house using toy blocks.*

rhyme [raim] *n.*

To **rhyme** is to have the same sounds at the end of a word.

→ *Humpty Dumpty is an old **rhyme** that children learn in school.*

suck [sʌk] *v.*

To **suck** is to put something in your mouth and try to get flavor out of it.

→ *The baby **sucked** milk from her bottle.*

urgent [ə:rdʒənt] *adj.*

If something is **urgent**, it is important and needs to be done now.

→ *He had to leave now; it was **urgent**.*

vanish [væniʃ] *v.*

To **vanish** is to go away suddenly.

→ *All the passengers **vanished** from the train station.*

wagon [wægən] *n.*

A **wagon** is a cart you use to carry heavy things.

→ *He used his **wagon** to carry some of his gifts.*

wrinkle [ríŋkəl] *n.*

A **wrinkle** is a line on a person's face that happens as they get old.

→ *My grandfather has some **wrinkles** on his face.*

Exercise 1

Choose the right word for the given definition.

1. not having any hair
   a. bald b. urgent c. absence d. nowhere
2. a good feeling when something bad goes away
   a. divorce b. pat c. roar d. relief
3. to put something in your mouth and get flavor from it
   a. wrinkle b. suck c. rhyme d. nap
4. to act like someone else
   a. suck b. aloud c. creep d. imitate
5. to go away suddenly
   a. blanket b. kidnap c. vanish d. reproduce

Exercise 2

Choose the answer that best fits the question.

1. What is it called when you don't have something?
   a. A nap b. An absence c. A divorce d. A pat
2. This is another name for a baby.
   a. Vanish b. Suck c. Creep d. Infant
3. What could you use to carry wood?
   a. A wagon b. An infant c. A wrinkle d. A blanket
4. Which of the following actions is a crime?
   a. To rhyme b. To kidnap c. To reproduce d. To pat
5. What is the following an example of: "The cat and bat sat in a hat"?
   a. Bald b. Urgent c. Aloud d. Rhyme
6. Which of the following could be urgent?
   a. A soccer game b. An emergency phone call
   c. A trip to the park d. A birthday party
7. What happens when a couple gets divorced?
   a. They vanish. b. They're not married anymore.
   c. Their pets are taken away. d. They copy others.
8. How would you creep?
   a. Angrily b. Loudly c. Quickly d. Slowly
9. Which of the following would you pat?
   a. A fish b. A sock c. A dog d. A table
10. What could come from nowhere?
    a. An idea b. A day c. A house d. A new year

Exercise 3

Choose the word that is the better fit for each blank.

1. **aloud / nowhere**

   I asked my mom _____ where she was going. She told me she was going _____.

2. **infant / wrinkles**

   The _____ has perfect skin without any scars or _____.

3. **absence / divorced**

   After my parents got _____, I was sad about my dad's _____ around the house.

4. **urgent / reproduce**

   My boss asked me to _____ the image for her customers. She said it was very _____.

5. **sucked / patted**

   After I fell, I _____ on my finger where I cut it. Then my mom _____ me on the back and told me to get up.

6. **bald / rhymes**

   The _____ man on television entertained viewers by saying _____.

7. **crept / vanished**

   Manuel's mom thought he had _____, but in reality he had just _____ under his bed.

8. **wagon / kidnap**

   I was scared when my big sister left me in the _____. I was afraid someone would _____ me.

9. **nap / relief**

   It was such a _____ to be finished with the long exam. I was so tired afterward that I needed to take a _____.

10. **imitating / blanket**

    Nellie wrapped a _____ around her and made funny sounds. She was _____ a ghost.

Anna the Babysitter

Since her parents got a **divorce**, Anna has had to help her mother. In her mother's **absence**, Anna takes care of Grace, the baby. At first, Anna thought it was an easy job.

One afternoon, Anna played with Grace. She meowed like a cat and Grace **imitated** her. In fact, Grace **reproduced** every sound that Anna made. She took her sister outside. She put Grace in the **wagon**, but there was **nowhere** for them to go. So they went back inside.

Anna put the **infant** on the floor and went into her room. But when she came back, Grace had **vanished**! Anna looked everywhere, but she could not find her sister. Maybe the baby had been **kidnapped**! "Where are you?" Anna called **aloud**.

The situation was becoming **urgent**. She wanted to call her mom, but she didn't want her to think Anna couldn't do the job. Anna sat down. What was she going to do?

But then, Anna heard something. It was coming from her room. "Grace?" She got down on her knees and looked under the bed. She could see Grace's **bald** head. Grace had followed Anna into her room and **crept** under the bed.

"What a **relief**!" Anna cried.

She picked up her sister and **patted** her on the head. Her head was soft and had no **wrinkles**. Grace was **sucking** on her thumb and looked tired. So, Anna wrapped her in a **blanket** and sang **rhymes** for her. Then she put Grace in bed for a **nap**.

After that afternoon, Anna knew that taking care of Grace was not an easy job. It takes a lot of work to take care of a baby!

Reading Comprehension

UNIT 10

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ___ Anna took care of Grace in her mother's absence because her parents got a divorce.

_____

2. ___ Grace had a lot of hair and wrinkles.

_____

3. ___ Anna imitated a cat, and Grace reproduced the sounds she made.

_____

4. ___ Anna had nowhere to go with the wagon.

_____

5. ___ When Anna came back from her room, she found that the infant had been kidnapped.

_____

6. ___ Anna sang rhymes for Grace to try to find her more quickly.

_____

PART B Answer the questions.

1. What did Anna feel when she finally found Grace?
   a. Sleepy
   b. Urgent
   c. Relief
   d. Pleasant

2. How did Grace get under the bed?
   a. She crept there.
   b. Anna put her there for her nap.
   c. She was kidnapped.
   d. Anna carried her in the blanket.

3. Which is NOT something Anna did with Grace?
   a. Go outside in the wagon
   b. Pat her on the head
   c. Read a book aloud
   d. Sing her rhymes

4. Why did Anna wrap Grace in a blanket?
   a. So she would not cry
   b. So she could pat her
   c. So she could take a nap
   d. To keep her from sucking her thumb

UNIT 11

Word List

abnormal [æbnɔ́:rməl] *adj.*

If something is **abnormal**, it is strange or not normal.

→ *Her idea of art is a bit too **abnormal** for me.*

bamboo [bæmbú:] *n.*

Bamboo is a hard plant with thin branches and leaves.

→ *Outside his home, there is a lot of **bamboo**.*

blossom [blɑ́səm] *n.*

A **blossom** is a flower or group of flowers.

→ *There were colorful **blossoms** in the yard.*

compass [kʌ́mpəs] *n.*

A **compass** is a device used to tell what direction one is going.

→ *A **compass** is an important tool to have when you are traveling.*

dialect [dáiəlèkt] *n.*

A **dialect** is a regional variety of language showing where you are from.

→ *People from the U.K. have a different **dialect** of English from those in the U*

dishonest [disɑ́nist] *adj.*

If someone is **dishonest**, they do not tell the truth.

→ *She was being **dishonest** when she copied the answers from his test.*

dwarf [dwɔ:rf] *n.*

A **dwarf** is a creature from stories that often looks like a short, hairy man.

→ *The **dwarf** had a pleasant look on his face.*

ecosystem [i:kousistəm] *n.*

An **ecosystem** is a group of plants and animals in an area.

→ *The river's **ecosystem** not only includes fish but other insects and plants t*

fatal [féitl] *adj.*

If something is **fatal**, it causes death.

→ *They passed away in a **fatal** car crash.*

impatient [impéiʃənt] *adj.*

If someone is **impatient**, they are not able to wait for things.

→ *Bob was so **impatient** that he could barely wait for the light to turn green.*

leaf [li:f] *n.*

A **leaf** is the flat green thing on trees or bushes.

→ *In the fall, the **leaves** on the trees change colors.*

manuscript [mænjəskript] *n.*

A **manuscript** is an old book or paper written by hand.

→ *The **manuscript** was written over 150 years ago.*

marsh [ma:rʃ] *n.*

A **marsh** is a type of wet land covered with grasses and short plants.

→ *The **marsh** looked so lovely against the mountains.*

patience [péiʃəns] *n.*

Patience is the ability to wait for something without becoming upset.

→ *Sue's **patience** was rewarded by catching her very first fish.*

perfume [pə:rfju:m] *n.*

Perfume is a good-smelling liquid that girls wear.

→ *When she wore her **perfume**, everyone said she smelled great.*

pond [pand] *n.*

A **pond** is a very small area of water.

→ *The ducks swam in the **pond**.*

proverb [právə:rb] *n.*

A **proverb** is a short saying that tells you something important.

→ *The **proverb** "egg on your face" means you've done something embarrassing.*

pursuit [pərsú:t] *n.*

A **pursuit** is a chase.

→ *The dinosaur was in **pursuit** of the caveman.*

recite [risáit] *v.*

To **recite** something means to repeat or say aloud in front of a group.

→ *Katie **recited** the Pledge of Allegiance in class.*

wilderness [wíldə:rnis] *n.*

A **wilderness** is an area where no people live.

→ *If you are not careful, you can get lost in the **wilderness**.*

Exercise 1

PART A Choose the right word for the given definition.

1. to speak openly
   a. abnormal b. compass c. recite d. pursuit
2. capable of causing death
   a. wilderness b. fatal c. impatient d. blossom
3. a group of living things
   a. ecosystem b. manuscript c. dwarf d. bamboo
4. the ability to wait without getting upset
   a. proverb b. marsh c. patience d. abnormal
5. a very short character in stories
   a. leaf b. dialect d. recite d. dwarf

PART B Choose the right definition for the given word.

1. manuscript
   a. grass with thin branches b. an area not settled by people
   c. being able to wait d. an old book
2. proverb
   a. a short saying b. a device used to tell direction
   c. a small area of water d. to say something aloud
3. pursuit
   a. a chase b. not normal c. a book d. speaking
4. dialect
   a. can cause death b. a different way of speaking
   c. a flat green thing d. a creature from stories
5. marsh
   a. flowers b. wet land c. lies d. living things

Exercise 2

Choose the answer that best fits the question.

1. What would you call some place where no one lives?
   a. Fatal b. Abnormal c. Wilderness d. Dishonest
2. Where would you most likely find a fish?
   a. In a pond b. On a leaf c. In the wilderness d. On some bamboo
3. People use flowers to _____.
   a. be a dwarf b. make perfume c. recite a song d. read a manuscript
4. What would someone sailing in the ocean use to know which way they were going?
   a. An ecosystem b. Patience c. A dialect d. A compass
5. Which of the following is a part of a plant?
   a. A blossom b. A marsh c. A proverb d. A pursuit

Exercise 3

Choose the word that is a better fit for each blank.

1. **ecosystem / pond**

   Frogs are an important part of the _____, especially around a(n) _____.

2. **dialect / recited**

   When he _____ the poem in front the class, they could not understand him because he spoke with a different _____.

3. **abnormal / dwarf**

   They had never seen anything as _____ as this creature. It looked and dressed like a man, but the _____ was short and had a long nose.

4. **impatient / manuscript**

   The _____ was so old that the words were hard to read. Though she tried to read it, she soon became _____ and put the old book away.

5. **patience / proverbs**

   Many _____ try to teach lessons about human qualities such as honesty and _____.

6. **marsh / pursuit**

   The _____ through the _____ was very difficult because the ground was too wet to stand on.

7. **blossom / perfume**

   She crushed the _____ and mixed it with some water so she could make the _____.

8. **dishonest / fatal**

   The label on the bottle was _____. It said that the powder didn't hurt children when it was actually _____ for them to consume.

9. **bamboo / leaves**

   The _____ that grow on the _____ are thick and hard to chew.

10. **compass / wilderness**

    Because it is easy to lose your way in the _____, it's a good idea to bring a _____ with you.

Peter and the Dwarf

Peter was a hunter. One day, he was in **pursuit** of a deer and became lost. He usually carried a **compass** with him when he went into the **wilderness**, but that day he left it at home.

As he walked, the forest began to look different. He didn't see any **bamboo**. Instead, there were bushes with long **leaves**. The **ecosystem** was now very **abnormal**. Peter knew he was in the Magic **Marsh**.

Now he was tired and thirsty. He was afraid. Being lost in the marsh could be **fatal**. When people entered it, they never came out.

At last, he found a **pond**. Flowers grew around it. The **blossoms** smelled like the best **perfume**. He felt relaxed so he drank some water and fell asleep. When he awoke, he saw an evil **dwarf** staring at him.

"What are you doing here?" it asked. The dwarf spoke in a strange **dialect**.

"I'm lost," said Peter. "Can you help me?"

"Yes," it said, but Peter didn't know it was **dishonest**.

The dwarf took an old **manuscript** from his pocket. It was a magic map. "Just **recite** the words at the bottom," the dwarf explained. "It will show you how to get home."

"Good," Peter said. He was **impatient** and quickly grabbed the map.

He recited the magic words, and a line appeared on the map. He walked for many days but never left the marsh. Finally, the map led him back to the pond. He walked in a circle!

The dwarf was still there. "Here's a **proverb** for you to think about," it said, "When **patience** is lost, then so are you."

Reading Comprehension

UNIT 11

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Peter left his compass at home.

_____

2. ____ When people entered the Magic Marsh, they always came out.

_____

3. ____ Peter ate some flowers and fell asleep.

_____

4. ____ The dwarf spoke with a strange dialect.

_____

5. ____ Peter knew the dwarf was dishonest.

_____

6. ____ The map led Peter back to the pond.

_____

PART B Answer the questions.

1. Why was Peter in the wilderness?
   a. He was in pursuit of a deer.
   b. He was weak and hungry.
   c. He was looking for the Magic Marsh.
   d. He was lost.

2. How did Peter know he was in the Magic Marsh?
   a. There was a lot of bamboo.
   b. There were no leaves.
   c. The ecosystem was abnormal.
   d. He smelled blossoms.

3. What did the dwarf have that could help Peter escape the marsh?
   a. A bottle of perfume
   b. A magic manuscript
   c. A compass
   d. Patience

4. Why was Peter afraid of the Magic Marsh?
   a. He was impatient.
   b. Being lost there could be fatal.
   c. He was tired and thirsty.
   d. There was an evil dwarf in it.

UNIT 12

Word List

anticipate [æntísəpèit] *v.*

To **anticipate** something is to think that it will happen.

→ *Carrie **anticipated** the arrival of her baby.*

barrel [bǽrəl] *n.*

A **barrel** is a round thing that you can keep liquids in.

→ *There was an empty **barrel** outside the house.*

beam [bi:m] *n.*

A **beam** is a heavy bar.

→ *Modern skyscrapers are made with several **beams**.*

casual [kǽʒuəl] *adj.*

If something is **casual**, it is relaxed or simple.

→ *You can wear **casual** clothes to the party like jeans.*

caution [kɔ́:ʃən] *n.*

Caution is care and attention in order to avoid danger.

→ *Please use the power saw with **caution**. It is very dangerous.*

contrary [kántreri] *adj.*

If something is **contrary** to something else, it is the opposite.

→ *It isn't warm outside at all. On the **contrary**, it is quite cold.*

deliberate [dilíbərit] *adj.*

If you are **deliberate**, you do something on purpose.

→ *Bernie made a **deliberate** attempt to injure Andy.*

dissolve [dizálv] *v.*

To **dissolve** something is to mix it into a liquid and disappear.

→ *I **dissolved** the pill in a glass of water.*

explode [iksplóud] *v.*

When something **explodes**, it blows up.

→ *My new radio **exploded** when I plugged it in.*

fasten [fǽsn] *v.*

To **fasten** something is to close it or put it in the correct place.

→ *Elizabeth **fastened** her seat belt.*

germ [dʒə:rm] *n.*

A **germ** is something that makes you sick.

→ ***Germs*** *are on everything that you touch.*

kit [kit] *n.*

A ***kit*** is a set of all the things needed to do something.

→ *Is there a first aid* ***kit*** *in your office?*

puff [pʌf] *n.*

A **puff** is a little bit of smoke or steam.

→ *A* ***puff*** *of smoke came from the burnt match.*

rag [ræg] *n.*

A **rag** is a small towel.

→ *Please use a* ***rag*** *to clean the dust off the table.*

scatter [skætə:r] *v.*

To **scatter** something is to make it go in many places.

→ *I accidentally* ***scattered*** *all of my pills.*

scent [sent] *n.*

A **scent** is a smell.

→ *Julie enjoyed the* ***scent*** *of the flowers.*

steel [sti:l] *n.*

Steel is a shiny gray metal.

→ *The new apartment building was made with* ***steel****.*

swift [swift] *adj.*

If something is **swift,** it is fast.

→ *The* ***swift*** *horse easily jumped over the hurdle.*

toss [tɔ:s] *v.*

If you **toss** something, you throw it softly.

→ *He* ***tossed*** *a coin into the air.*

triumph [tráiəmf] *n.*

Triumph is what you feel when you win or finish something.

→ *He raised the award in* ***triumph*** *at the end of his speech.*

Exercise 1

PART A Choose the right definition for the given word.

1. anticipate
   a. to win b. to wait for c. to blow up d. to go everywhere
2. kit
   a. something that makes you sick b. set of things needed to do something
   c. a round container d. to disappear in liquid
3. steel
   a. a large bar b. a small towel c. shiny metal d. a smell
4. contrary
   a. careful b. not fancy c. fast d. opposite
5. toss
   a. to throw b. small amount c. to be careful d. to lock down
6. triumph
   a. to win b. a round container
   c. to lock something in place d. careful
7. scatter
   a. something that makes you sick b. metal
   c. to expect something d. to go in many places
8. casual
   a. a large bar b. the opposite c. relaxed or simple d. smoke
9. rag
   a. careful b. a small towel c. on purpose d. to disappear in water
10. beam
    a. to throw b. small amount c. to smell d. a heavy metal bar

PART B Choose the right word for the given definition.

1. a round container
   a. scent b. kit c. beam d. barrel
2. on purpose
   a. deliberate b. casual c. swift d. contrary
3. something that makes you sick
   a. puff b. rag c. germs d. triumph
4. to lock something in place
   a. anticipate b. fasten c. scatter d. explode
5. to mix in a liquid and disappear
   a. caution b. toss c. dissolve d. steel

Exercise 2

UNIT 12

Write a word that is similar in meaning to the underlined part.

1. When the house burned, a large heavy bar fell from the ceiling.

   _____

2. Joshua smiled in great emotion and feeling after he got a good grade on his science test.

   _____

3. She walked on the ice with care so she wouldn't fall.

   _____

4. It was scary when the car blew up, but luckily no one was hurt.

   _____

5. I used a small towel from the sink to clean up the milk I spilled.

   _____

6. The basketball player was fast and stole the ball.

   _____

7. You can wear relaxed and simple clothes to the school.

   _____

8. I really like the smell of this candle.

   _____

9. My cat made her food go in many places.

   _____

10. When we lit the fire, a little smoke came out of the chimney.

    _____

The Ice Cream Cone Explosion

One day, John walked to his uncle's ice cream shop. When he reached the sidewalk, he caught the **scent** of ice cream cones and **anticipated** eating some ice cream.

Sam opened the door. Uncle John had a new, **steel** machine. "What is that?"

"It's a cone maker. I built it from a **kit**. You take flour from the **barrel** and put it in this pan," Uncle John said. "Then add water and sugar here and stir it so the sugar **dissolves**. Next, you **fasten** down the **beam**." Uncle John wanted to look **casual**, but he was excited. He made a few **swift** motions and turned it on. There was a **puff** of smoke, and then cones came out the other end.

"Is it hard to use? Sam asked.

"On the **contrary**. It's easy to use. Want to try?"

Sam washed his hands with **caution**. He made a **deliberate** attempt to keep **germs** out of the dough. Soon, Sam had his first cone. He smiled in **triumph**!

Uncle John tried to turn the machine off, but it just kept making cones. Sam and Uncle John put them on the counter, then on chairs. Before long, cones **scattered** all over the floor.

They tried everything to stop it, but it wouldn't stop! "What are we going to do?" he said.

"Kick it!" yelled Sam. Uncle John lifted his foot and gave the machine a kick. It made a funny noise and **exploded**. They were both covered with dough*. Uncle John laughed when he knew Sam was OK. He **tossed** Sam a **rag** to clean his face and smiled. "I guess we have enough cones now!"

Reading Comprehension

UNIT 12

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ___ Uncle John tried to look casual.

   _____

2. ___ Uncle John kicked the machine.

   _____

3. ___ You have to fasten the dough on the machine.

   _____

4. ___ Sam washed the germs off the machine with caution.

   _____

5. ___ Uncle John had enough cones for the day.

   _____

6. ___ Sam walked to the ice cream shop.

   _____

PART B **Answer the questions.**

1. Why did Uncle John toss a rag to Sam?
   a. To clean the floor
   b. To dissolve the sugar
   c. To clean his face
   d. To clean the steel

2. What did Sam anticipate?
   a. Going to the shop
   b. Getting an ice cream cone
   c. Working with his uncle
   d. The machine exploding

3. What did the machine do?
   a. Break the barrel
   b. Give a bad scent
   c. Scatter dough
   d. Give a puff of smoke

4. What did Uncle John say about the machine?
   a. It's easy to use.
   b. It was swift.
   c. It was deliberate.
   d. It was contrary.

UNIT 13

Word List

aboard [əbɔ́:rd] *prep.*

When someone is **aboard** a ship or plane, they are on or in it.

→ *They climbed **aboard** the kayak and paddled through the river.*

bitter [bítər] *adj.*

When a person is **bitter**, they are upset with someone or a situation.

→ *He was extremely **bitter** when his computer crashed.*

bullet [búlit] *n.*

A **bullet** is a small metal object that is shot out of guns.

→ ***Bullets** come in different sizes for different guns.*

devil [dévl] *n.*

The **devil** is a powerful evil spirit in some religions.

→ *The church promised protection from the **devil**.*

drift [drift] *v.*

To **drift** means to be moved slowly by wind or water.

→ *The large chunk of ice **drifted** in the water.*

enforce [enfɔ́:rs] *v.*

To **enforce** means to make a person follow a rule.

→ *Police **enforce** traffic laws to keep everyone safe.*

fountain [fáuntin] *n.*

A **fountain** is a source of water made by people.

→ *There was a beautiful **fountain** in the middle of the park.*

harbor [há:rbər] *n.*

A **harbor** is an area of water along a shore where boats land.

→ *There were a few small boats in the **harbor**.*

inhabit [inhǽbit] *v.*

To **inhabit** means to live in a certain place.

→ *No one **inhabits** the ancient city.*

march [mɑ:rtʃ] *v.*

To **march** means to walk at a steady pace together with others.

→ *The soldiers **marched** in straight rows.*

millionaire [miljənɛər] *n.*

A **millionaire** is a person who has at least a million dollars.

→ *He became a **millionaire** because he was smart with his money.*

port [pɔ:rt] *n.*

A **port** is a place where ships stop to load and unload things.

→ *The ship was being loaded with materials at the **port**.*

sheriff [ʃérif] *n.*

A **sheriff** is a police officer who is in charge of a large area.

→ *It was the **sheriff's** job to make the city safe.*

startle [stɑ́:rtl] *v.*

To **startle** means to scare someone suddenly.

→ *The loud crash **startled** the sleeping woman.*

sweat [swet] *v.*

To **sweat** means to lose liquid from the body through the skin.

→ *Whenever I workout, I **sweat** quite a bit.*

trigger [trígə:r] *n.*

A **trigger** is the part of the gun that a person pulls to make it fire.

→ *The man had his finger on the **trigger** of the gun.*

unify [jú:nəfài] *v.*

To **unify** means to bring people or things together.

→ *With their good deeds, the children tried to **unify** the world.*

vessel [vésəl] *n.*

A **vessel** is a large ship or boat.

→ *We toured the area aboard a luxury **vessel**.*

voyage [vɔ́idʒ] *n.*

A **voyage** is a long journey made on a boat or an aircraft.

→ *The astronauts took off on a long **voyage** to the moon.*

worship [wə́:rʃip] *v.*

To **worship** means to like and honor a person, thing, or religious figure.

→ *Many people around the world **worship** in a church.*

Exercise 1

Choose the word that is a better fit for each blank.

1. **voyage / vessel**

   We cannot go on our _____ because there are too many passengers on the small _____.

2. **aboard / port**

   The ship entered the _____, and boxes of supplies were put _____.

3. **sheriff / sweat**

   The criminal's shirt was soaked with _____ because he had been running from the _____.

4. **millionaire / fountain**

   The _____ flew his private jet across the world to visit a new _____ that was said to bring people luck.

5. **worship / harbor**

   Churches _____ many people that want a safe, quiet place to _____.

6. **enforce / inhabit**

   Criminals _____ a prison, and the guards _____ the rules.

7. **bullets / trigger**

   The criminal pulled the _____ of the gun, but it had no _____.

8. **unify / march**

   To _____ the new soldiers, the officer had them _____ together for an hour.

9. **startle / devil**

   I'm going to _____ my friends when I show up to the costume party dressed as a _____.

10. **bitter / drift**

    The boy will be quite _____ if you let his kite _____ away.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. I will go on a long journey to Japan this spring.
   _____
2. I was on a plane headed to South America.
   _____
3. The part of a gun that you pull to make it fire broke off the old gun.
   _____
4. The police officer in charge of a large area arrested the criminal who robbed the bank.
   _____
5. There is a beautiful water source at the shopping mall.
   _____
6. My brother likes to hide in the closet and suddenly scare me.
   _____
7. The president wants to bring together the people of her country.
   _____
8. We sailed the boat into the area where the boats are supposed to land.
   _____
9. I hope a bear doesn't live in this cave!
   _____
10. The evil spirit made me commit the horrible crime.
    _____

Exercise 3

Choose the answer that best fits the question.

1. Which of the following can afford very expensive things?
   a. A sheriff b. A trigger c. A millionaire d. A devil
2. How would a person feel if they were upset about a situation?
   a. Bitter b. Aboard c. Startled d. Unified
3. Where can many sailors be found?
   a. With a bullet b. On a vessel c. In a fountain d. In a sweat
4. What does a toy boat do on water?
   a. Worship b. Drift c. Inhabit d. Enforce
5. What do people do in the army?
   a. Harbor b. Voyage c. March d. Port

Sheriff Dan

Dan was the evil **sheriff** of Oceantown. Dan was as cruel as the **devil**. He **worshipped** money. Dan was a **millionaire**, but he paid his police officers almost nothing. The police were very **bitter**, but Dan didn't care. He only cared about his money.

Every person who **inhabited** Oceantown disliked him. Dan **enforced** cruel laws. Once, Dan even put his own brother in jail for throwing a coin into a **fountain**! Sometimes he pointed his gun into the air and pulled the **trigger**. He didn't want the **bullets** to hit anyone. He just wanted to scare people with the loud sound.

Finally, the people of Oceantown decided that they had to get rid of Sheriff Dan. With their understanding, the crowd sought to **unify** the town. They **marched** to Dan's house. He was **startled** by the sight when he ran to the door. When he opened the door, the crowd jumped on him. They used a rope to tie him to a chair. Dan yelled, "Get your hands off of me! I'll put you all in jail for the rest of your lives!"

The crowd didn't listen. They carried Dan to the **harbor** and put him **aboard** a **vessel**. Dan was so scared that he began to **sweat**. He begged, "If you let me go, I will give you all my money!"

The crowd said back, "Sheriff, we don't care about your money. We know you will never change. We're sending you on a **voyage** to the middle of the ocean." The boat **drifted** out of the **port**, and Dan was never seen again. The people voted for a new sheriff who was kind and fair.

Reading Comprehension

UNIT 13

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The sheriff enforced cruel laws.

_____

2. ____ Dan pulled the trigger on his gun and shot bullets in the air to scare away criminals.

_____

3. ____ With their understanding, the crowd sought to unify the town.

_____

4. ____ Dan's police officers were paid almost nothing.

_____

5. ____ Dan was sent on a voyage around the world.

_____

6. ____ Every person who inhabited Oceantown worshipped Dan.

_____

PART B **Answer the questions.**

1. Where did the crowd take Dan?
   a. To the streets
   b. To the harbor
   c. To Dan's house
   d. To the jail

2. At the end of the reading, Dan _____.
   a. became fair and kind
   b. drifted into another port
   c. was never seen again
   d. made Oceantown happy

3. Why did Dan put his brother in jail?
   a. He broke a fair law.
   b. He tied Dan to a chair.
   c. He startled Dan.
   d. He tossed a coin in a fountain.

4. According to the reading, why did the crowd send Dan away?
   a. The police were bitter towards Dan.
   b. They wanted Dan's money.
   c. Dan was a devil to them.
   d. They hated millionaires.

UNIT 14

Word List

apprentice [əprέntis] *n.*

An **apprentice** is a person who learns how to do a job from a skilled person.

→ *Mark is an **apprentice** chef at the restaurant.*

assure [əʃúər] *v.*

To **assure** someone is to tell them something is true to make them less worri

→ *He **assured** the boss that the building would be done on time.*

bandage [bǽndidʒ] *n.*

A **bandage** is a piece of cloth used to stop bleeding.

→ *If you cut yourself, please get a **bandage** from the first-aid kit.*

bleed [bli:d] *v.*

To **bleed** is to lose blood.

→ *If you are not careful, you will cut your finger and **bleed**.*

bond [bɔnd] *v.*

To **bond** with someone is to become friends with them.

→ *The women **bonded** after several hours of conversation.*

chef [ʃef] *n.*

A **chef** is a person who cooks in a restaurant.

→ *Tom is a **chef** at the restaurant near my house.*

crown [kraun] *n.*

A **crown** is the hat worn by a king or queen.

→ *The **crown** is made of gold.*

departure [dipɑ́:rtʃər] *n.*

A **departure** is the act of leaving a place.

→ *They were excited about their **departure** back home.*

diligent [dílədʒənt] *adj.*

If someone is **diligent**, they work hard and are careful.

→ *Craig has always been a very **diligent** person at work.*

emperor [émpərər] *n.*

An **emperor** is the leader of a group of countries.

→ *The **emperor** Julius Caesar was in control of ancient Rome.*

fiber [fáibər] *n.*

Fiber is a thread of a substance used to make clothes or rope.

→ *The mat was made from tiny **fibers**.*

horrible [hɔ́:rəbəl] *adj.*

If something is **horrible**, it is very bad.

→ *The assignment was **horrible**. I hated it.*

impolite [ìmpəláit] *adj.*

If someone is **impolite**, they are rude.

→ *Roger is **impolite** to everyone he meets.*

kneel [ni:l] *v.*

To **kneel** is to put one or both knees on the ground.

→ *Daryl got down on one **knee** and asked Nina to marry him.*

luxury [lʌ́kʃəri] *n.*

A **luxury** is an expensive thing that you do not need.

→ *We stayed at a **luxury** resort for our honeymoon.*

massive [mǽsiv] *adj.*

If something is **massive**, it is very big.

→ *The wheels on his truck were **massive**.*

panic [pǽnik] *v.*

To **panic** is to feel so nervous or afraid that you cannot think clearly.

→ *Everyone **panicked** when the house caught on fire.*

priority [praiɔ́(:)rəti] *n.*

A **priority** is something that is more important than other things.

→ *My **priority** is to get good grades in school.*

robe [roub] *n.*

A **robe** is a long, loose piece of clothing.

→ *Many people wear **robes** in the morning.*

scold [skould] *v.*

To **scold** means to criticize one angrily because they have done wrong.

→ *Jesse was **scolded** by the teacher for not paying attention.*

Exercise 1

Choose the right word for the given definition.

1. hardworking
   a. diligent b. massive c. horrible d. impolite
2. to lose control because of stress
   a. bleed b. kneel c. panic d. bond
3. a person learning a job
   a. emperor b. apprentice c. chef d. thread
4. someone in control of a large area of land
   a. priority b. luxury c. assure d. emperor
5. to angrily tell someone that they did something wrong
   a. scold b. bandage c. crown d. robe

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The dinner plates with designs made of gold were a treat but not needed.
   _____
2. The king wore a large, golden hat.
   _____
3. Joan is a person who gets paid to cook in a restaurant.
   _____
4. George started to lose blood when he cut his finger.
   _____
5. The book was so bad that I couldn't read the whole thing.
   _____
6. It is rude to walk away when someone is talking to you.
   _____
7. Everyone is supposed to get down on one knee when the king walks past.
   _____
8. Her new boat is very big. Twenty people can ride on it.
   _____
9. He wanted to become friends with his new co-workers.
   _____
10. The long threads were woven into a warm scarf.
    _____

Exercise 3

Choose the answer that best fits the question.

1. Why would someone need a bandage?
   a. They have overeaten.
   b. They have hurt themselves.
   c. They are sweaty.
   d. They are sleepy.

2. If someone panics, what might they do?
   a. Remain calm
   b. Begin telling jokes
   c. Take a quick nap to save energy
   d. Scream and lose control

3. Where would you probably not see someone wearing a robe?
   a. At the office
   b. In a hospital
   c. At home
   d. In a king and queen's castle

4. What is a good way to bond with a person?
   a. To find something you both like
   b. To argue often
   c. To tell rumors about them
   d. To fight with them

5. Which answer below would not be considered an important priority?
   a. Paying your bills
   b. Having at least three meals a day
   c. Drinking plenty of liquids
   d. Having ice cream

6. Which of the following best describes an apprentice?
   a. An experienced chef
   b. A woman learning to drive
   c. A married man
   d. A girl learning a new job

7. What will usually happen if someone is diligent?
   a. Success
   b. Sadness
   c. Failure
   d. Laughter

8. If you kneel, what does that make you become?
   a. Taller
   b. Older
   c. Smaller
   d. Younger

9. If you are assuring someone of something, what are you doing?
   a. Making them feel less worried
   b. Relieving a high fever
   c. Dreaming with them
   d. Playing with them

10. Besides a departure time, airplane tickets will also have what other kind of time?
    a. A fun time
    b. A sleep time
    c. A movie time
    d. An arrival time

The Helpful Apprentice

There was once a small restaurant. People said that the best **chef** in the world worked there. But the chef was a **horrible** person to work for. He was **impolite** and **scolded** his workers all the time.

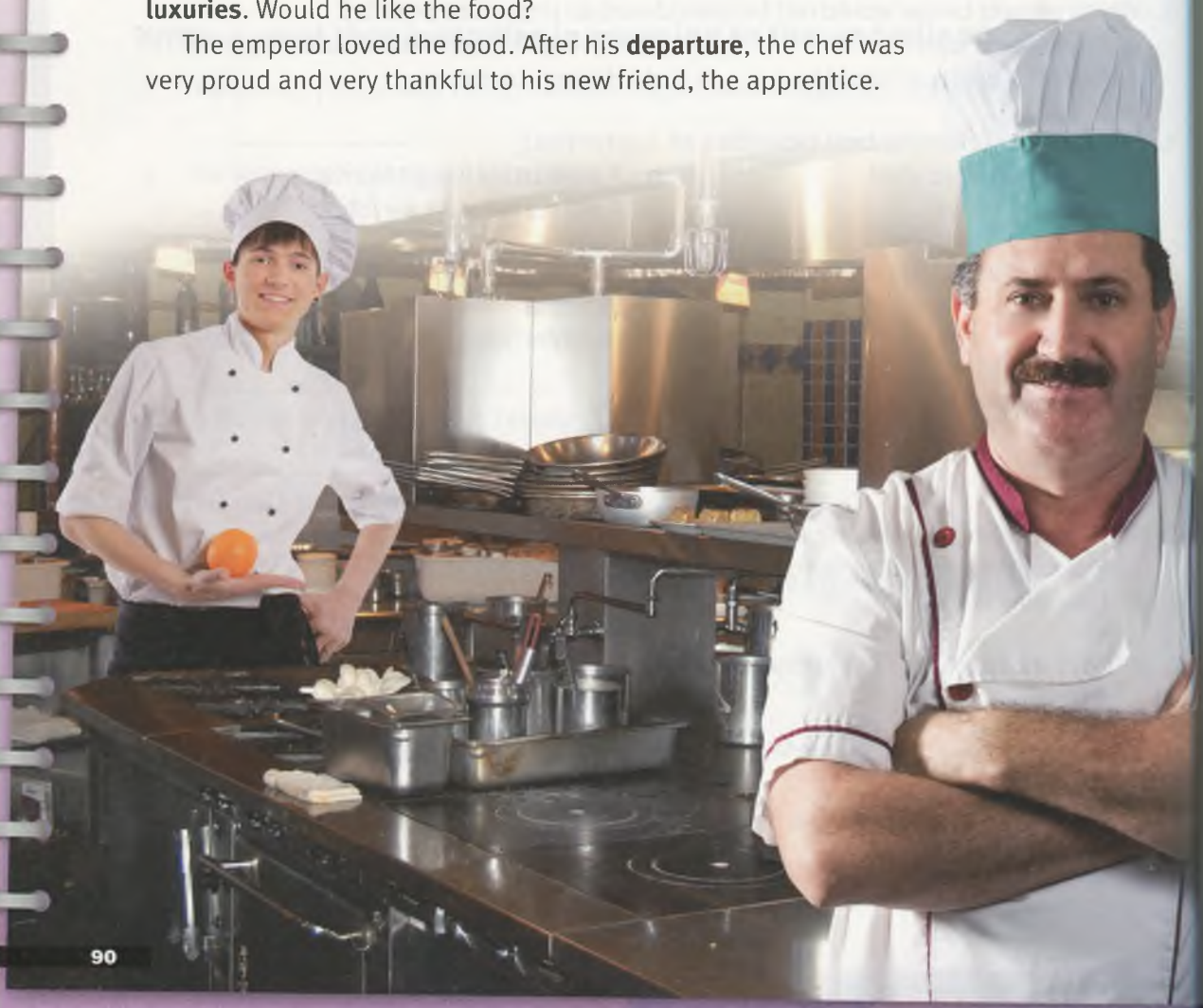
The chef had a young **apprentice**. The apprentice's first **priority** was to make the best food in the world. He was happy to have a good teacher, but he didn't like the chef. The boy was a **diligent** worker, but the chef scolded him more than anyone else.

Then one day, the chef got great news. The **emperor** wanted to have dinner there that night. He was very excited. He was working very fast, and he made a mistake. He cut his hand with a knife, and it started to **bleed**. The apprentice gave him a **bandage**, but the chef still couldn't cook.

The chef started to **panic**. The apprentice tried to **assure** him. "Everything will be OK," he said. But the chef was still afraid. Then they started to work together. They began to **bond**. The chef told the apprentice what to do. The boy cooked a great meal.

As soon as they finished, the emperor arrived. He wore a beautiful **robe** made of soft **fibers**. He also had a **massive crown**. Everyone in the restaurant **kneeled** when the emperor came in. The chef and the boy brought out his food. The emperor was used to **luxuries**. Would he like the food?

The emperor loved the food. After his **departure**, the chef was very proud and very thankful to his new friend, the apprentice.



Reading Comprehension

UNIT 14

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The apprentice helped the chef make food for the Emperor.

_____

2. ____ The chef was a massive person that everyone hated.

_____

3. ____ The Emperor had a crown and a robe.

_____

4. ____ The chef's finger was bleeding and needed a bandage.

_____

5. ____ The chef was very polite and always scolded his workers.

_____

6. ____ The apprentice was a diligent worker.

_____

PART B **Answer the questions.**

1. Why was the restaurant famous?
   a. It served beautiful fibers.
   b. The chef was very impolite.
   c. The best chef in the world worked there.
   d. The Emperor ate there.

2. Why did the chef panic before the Emperor arrived?
   a. The apprentice assured him things were good.
   b. He wanted to bond with the apprentice.
   c. The Emperor was a horrible person.
   d. He cut himself and couldn't cook.

3. What was the apprentice's first priority?
   a. To fill the restaurant with luxuries
   b. To cook great food
   c. To bond with the chef
   d. To make a meal for the Emperor

4. Why was the chef a bad person to work for?
   a. He was the best chef in the world.
   b. He often cooked for the Emperor.
   c. He often scolded his workers.
   d. He wanted everyone to be diligent.

UNIT 15

Word List

affair [əfɛ́ər] *n.*

An **affair** is an event or a thing that happened.

→ *My wife and I attended a formal **affair** over the weekend.*

assembly [əsémbli] *n.*

An **assembly** is a group that is together for the same reason.

→ *The students had an **assembly** to talk about their interests.*

bless [bles] *v.*

To **bless** is to ask God for protection or help.

→ *The angel **blessed** the newborn baby to keep it safe.*

cereal [siəriəl] *n.*

Cereal is a food that you mix with milk and eat for breakfast.

→ ***Cereal** is a fast and common breakfast food enjoyed in the U.S.*

cheerful [tʃiərfəl] *adj.*

If someone is **cheerful**, they are happy or feel good.

→ *The children were **cheerful** because they didn't have to go to school.*

diameter [daiæmitər] *n.*

The **diameter** of a round thing is the length across its center.

→ *The **diameter** of the tree was about 22 centimeters.*

exploit [iksplɔ́it] *v.*

To **exploit** something is to use it for greedy reasons rather than good reason

→ *The company **exploits** their workers and makes them stay 12 hours a day.*

famine [fæmin] *n.*

A **famine** is a long time with little or no food.

→ *The farmers couldn't grow any food on the dry soil, so there was a **famine**.*

harvest [hɑ́:rvist] *n.*

A **harvest** is the act of collecting food from farming.

→ *They had a lot of wheat from the last **harvest**.*

merry [méri] *adj.*

If someone is **merry**, they are very happy.

→ *They felt **merry** because the weather was great.*

nut [nʌt] *n.*

A **nut** is a hard seed or fruit that comes from some trees and bushes.

→ *To eat a **nut**, first you have to crack its shell.*

pardon [pɑ:rdn] *v.*

To **pardon** is a way to ask someone to repeat what was said before.

→ ***Pardon** me teacher, but could you repeat what you just said?*

pharaoh [fɛ́əroʊ] *n.*

A **pharaoh** was a king in ancient Egypt.

→ *The **pharaohs** ruled Egypt for thousands of years.*

ripe [raip] *adj.*

When a fruit is **ripe**, it is ready to be eaten.

→ *The cherries were nice and **ripe**.*

roast [roust] *v.*

To **roast** something is to cook it in an oven or over a fire.

→ *Mom **roasted** a turkey for the holiday dinner.*

routine [ru:ti:n] *n.*

A **routine** is a way of doing things that is the same every time.

→ *My father's daily **routine** includes shaving right before breakfast.*

scheme [ski:m] *n.*

A **scheme** is a plan or design.

→ *Mickey and Minnie came up with a **scheme** to solve the problem.*

slim [slim] *adj.*

If something or someone is **slim**, they are thin.

→ *Look at my new cell phone. It's very **slim**.*

stove [stouv] *n.*

A **stove** is a device used to cook food.

→ *Our new **stove** helps us to cook food much faster than before.*

theft [ɵeft] *n.*

A **theft** is a criminal act that involves someone stealing something.

→ *The **theft** of his TV took place when he was at work.*

Exercise 1

Circle two words that are related in each group.

1.	a. theft	b. nut	c. cereal	d. routine
2.	a. roast	b. pharaoh	c. stove	d. pardon
3.	a. assembly	b. affair	c. bless	d. exploit
4.	a. exploit	b. famine	c. merry	d. cheerful
5.	a. scheme	b. slim	c. ripe	d. harvest

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The sun has a larger length across its center than the Earth.

_____

2. The criminal act of taking something stunned the classroom of friends.

_____

3. Her new plan may just solve our year-long problem.

_____

4. The woman wanted the religious man to ask God for help for her.

_____

5. During the long time with no food, her family had to move to the city.

_____

6. The oil company used for greedy reasons the resources of the poor country.

_____

7. Since he is very skinny, most of his clothes don't fit him too well.

_____

8. My thing that I do everyday consists of going to work, the health club, and finally home.

_____

9. Would you repeat what you just said to me? I didn't quite understand.

_____

10. In history class, the students learned about the kings of ancient Egypt.

_____

Exercise 3

UNIT 15

Choose the word that is a better fit for each blank.

1. ripe / roasted

   After picking the _____ fruit, the cook _____ it in the oven.

2. pardon / theft

   The boy didn't hear what the police said, so he asked, "_____ me. Did they say that there had been a _____ in his home?"

3. famine / pharaoh

   During the _____, only the _____ had enough food to eat.

4. cereal / stove

   He wasn't allowed to use the _____, so he made himself a bowl of _____ instead.

5. slim / harvest

   After eating much of the food from the _____, she was no longer very _____.

6. diameter / nut

   You can tell the size of the food inside a _____ if you measure the _____ of its shell.

7. affair / merry

   The party was such a happy _____; everyone seemed so _____.

8. routine / bless

   Her daily _____ included visiting her grandmother and asking God to _____ her so she would stay healthy.

9. assembly / exploit

   The king had a plan to _____ the people, but the people had an _____ to stop him.

10. cheerful / scheme

    She was _____ because everything about her _____ had worked.

Why Monkey Has No Home

For five years, there was a **famine**. The farmers asked people to **bless** them and finally, they had a good **harvest**. Since there was now plenty of food, the **pharaoh** decided to have a party. The party was a happy **affair**. For five days they had a huge feast.

Monkey was very happy. Because of the famine, he was very **slim**. He wanted to eat a lot of food.

When he arrived at the feast, hundreds of long tables were filled with food. There were **nuts**, bowls of **cereal**, and **ripe** fruit. He could also smell hot **roasted** meat cooking on the **stove**.

The **assembly** of animals was **merry**. However, during the feast, Monkey thought of a **scheme** to **exploit** the pharaoh's kindness. He decided to steal some of the food and then eat it at home.

All the animals were **cheerful**. They didn't notice that monkey was hiding food. After the feast, Monkey took the food to his house and ate it. He repeated this **routine** every day for four days.

But on the fifth day, the pharaoh had a surprise. He was going to give all the animals a home. Monkey was very excited. But when he arrived at the pharaoh's home, he could not get through the door. The **diameter** of his waist was wider than the doorway. He was too fat!

Monkey asked the pharaoh to forgive him for his **theft**. But the pharaoh said no.

"**Pardon**?" asked the monkey. He didn't understand why the pharaoh was being unkind.

"Everybody else will have a home now, but not you. Now you know that greed gets you nothing," explained the pharaoh.

Reading Comprehension

UNIT 15

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The pharaoh's party was a sad affair.

_____

2. ____ There was plenty of ripe fruit at the party from the harvest.

_____

3. ____ The assembly of animals was merry.

_____

4. ____ Monkey repeated his routine for five days.

_____

5. ____ The diameter of Monkey's waist was wider than the doorway.

_____

6. ____ The pharaoh asked Monkey, "Pardon?"

_____

PART B **Answer the questions.**

1. The pharaoh gave a party for all the animals because _____.
   a. they blessed the farmers
   b. the famine ended
   c. he wanted to exploit the animals
   d. they were too slim

2. What did Monkey do with the food?
   a. He hid it under the table.
   b. He took it to his house.
   c. He gave it to the pharaoh.
   d. He cooked it in the stove.

3. The tables were full of all of the following EXCEPT _____.
   a. vegetables
   b. ripe fruit
   c. cereal
   d. roasted meat

4. What stopped Monkey from entering the party on the fifth day?
   a. A locked door
   b. The pharaoh
   c. His fat waist
   d. The other animals

UNIT 16

Word List

adolescent [ædəlésənt] *n.*

An **adolescent** is a young person or a teenager.

→ *The **adolescent** was excited about getting a skateboard for his birthday.*

aptitude [æptitù:d] *n.*

Aptitude is a natural ability or skill.

→ *He has a natural **aptitude** for water skiing.*

compliment [kάmpləmənt] *v.*

To **compliment** is to say a nice thing about someone or something.

→ *Her co-worker **complimented** her for doing a good job.*

hinder [híndər] *v.*

To **hinder** is to keep someone or something from doing something.

→ *All the traffic **hindered** me from getting to work on time.*

journalism [dʒə́:rnəlìzəm] *n.*

Journalism is the work of collecting the news to put in newspapers or on TV.

→ *Before becoming a teacher, she worked in **journalism**.*

jury [dʒúəri] *n.*

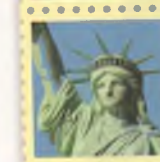
A **jury** is a group of people that listen to a trial and say if someone is guilty.

→ *The **jury** listened closely to the attorney before they made their decision.*

justice [dʒʌ́stis] *n.*

Justice is fairness in the way that you treat other people.

→ *People turn to the court system when they are seeking **justice**.*



liberty [líbə:rti] *n.*

Liberty is freedom to do what you want.

→ *To many people, the Statue of **Liberty** is a symbol of freedom.*

literary [lítərèri] *adj.*

If someone or something is **literary**, it is involved with literature in some way.

→ *He worked hard to create a successful **literary** career.*

pharmacy [fά:rməsi] *n.*

A **pharmacy** is a place where medicine is sold.

→ *My mother sells medicine to people at the **pharmacy**.*

pill [pil] *n.*

A **pill** is a small object that has medicine inside.

→ *She took a **pill** for her headache.*

presume [prizú:m] *v.*

To **presume** is to believe something is true without being certain.

→ *Since he raised his hand, the teacher **presumed** he knew the answer.*

privacy [práivəsi] *n.*

To have **privacy** is to be away from other people.

→ *Please hang the sign on the door so we can have some **privacy**.*

punishment [pʌ́niʃmənt] *n.*

A **punishment** is something that one must endure for any wrongdoing.

→ *He was given a **punishment** for being rude to the teacher.*

sensible [sénsəbəl] *adj.*

If someone is **sensible**, they make good decisions.

→ *It was **sensible** for her to save some money each month.*

slice [slais] *n.*

A **slice** is a piece from something larger, such as a cake.

→ *The girl enjoyed a **slice** of cake at her birthday party.*

sorrow [sárou] *n.*

Sorrow is a very sad feeling.

→ *The girl felt **sorrow** after her best friend moved away.*

straw [strɔ:] *n.*

A **straw** is a thin tube that is used to suck liquid into the mouth.

→ *I drank the orange juice through a **straw**.*

swell [swel] *v.*

To **swell** is to become larger and rounder.

→ *My sister's stomach began to **swell** after she got pregnant.*

tidy [táidi] *adj.*

When something is **tidy**, it is clean and in order.

→ *Leon has always been a very **tidy** boy.*

Exercise 1

Choose the right word for the given definition.

1. the condition of being away from other people
   a. presume b. privacy c. slice d. jury

2. to say something nice to someone
   a. compliment b. sensible c. hinder d. swell

3. an object with medicine inside
   a. straw b. pill c. aptitude d. adolescent

4. fairness to others
   a. sorrow b. justice c. liberty d. punishment

5. a store that sells medicine
   a. pharmacy b. compliment c. literary d. justice

Exercise 2

Choose the answer that best fits the question.

1. What is a group of people that decides whether someone is guilty or not?
   a. A jury b. A punishment
   c. A pill d. An adolescent

2. If you are going to someone's wedding, what will others think?
   a. That you are out for justice b. That they'll presume you know the couple
   c. That you are tidy d. That you work in a pharmacy

3. If you have the ability to do something, then you have _____.
   a. aptitude b. swell
   c. privacy d. hinder

4. A _____ person reads a lot of books.
   a. literary b. liberty
   c. pill d. journalism

5. If someone exercises regularly, what kind of person can we say they are?
   a. One who has aptitude b. A sensible person
   c. One who likes to give compliments d. A person who enjoys a slice of pizza

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. The teacher preferred working with children instead of young people.

   _____

2. It was hard for the students not to feel sadness or regret at the end of the school year.

   _____

3. The newspaper was known for its excellent work in writing news stories.

   _____

4. The pregnant woman's stomach started to grow larger and rounder.

   _____

5. The wall stopped his ability to see what was on the other side.

   _____

6. Henry's sentence for doing wrong was to spend two years in prison.

   _____

7. Everybody in the group received three pieces or portions of pizza each.

   _____

8. I asked my father if we had any long tubes for drinking liquid.

   _____

9. The children enjoyed their freedom on the playground after school.

   _____

10. The doctor's office was clean and orderly.

    _____

Matthew Learns a Lesson

Matthew was a **sensible** boy. He always kept his room **tidy** and had a natural **literary aptitude**. One day, he hoped to have a career in **journalism**. The **adolescent** spent much of his time reading and liked having **privacy**. But his quiet personality **hindered** his ability to make friends.

One day, Matthew went to the **pharmacy** to pick up some **pills** for his grandmother. He saw some boys leaning against a pole outside. One of the boys **complimented** Matthew. "I like your jacket."

Another boy asked, "Do you want to go to Nate's Restaurant?"

"Sure!" Matthew said.

The boys walked to the restaurant. They were going to have **slices** of pizza. They ordered their food and drank soda with **straws**. They ate until their bellies **swelled** up. Matthew was having so much fun.

One of the boys said, "Let's leave without paying."

Matthew didn't want to. But he **presumed** his new friends wouldn't like him if he didn't.

Suddenly, the waiter yelled, "Stop!" The two other boys ran, leaving Matthew there alone.

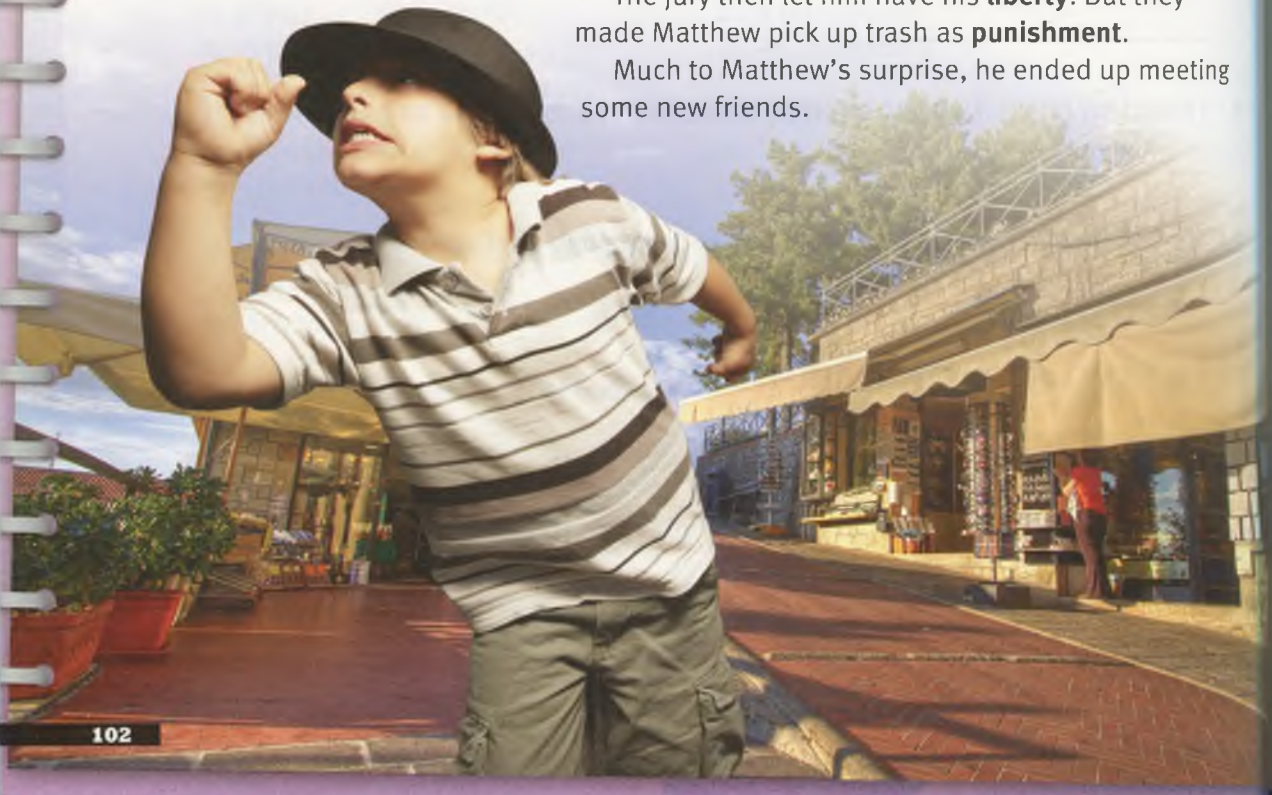
Soon, the police arrived. "Leaving without paying for your meal is the same as stealing," said the police officer. "The restaurant wants **justice**. So next week you have to go to court and let a **jury** decide your punishment."

When he went to court, the judge asked, "Do you have anything to say, Matthew?"

He said, "I feel **sorrow** for what I've done. Now I know that real friends won't ask you to do something illegal."

The jury then let him have his **liberty**. But they made Matthew pick up trash as **punishment**.

Much to Matthew's surprise, he ended up meeting some new friends.



Reading Comprehension

UNIT 16

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The adolescent had a natural literary aptitude.

_____

2. ____ The boy leaning against the pole complimented Matthew's pills.

_____

3. ____ Matthew ordered a slice of pizza at the restaurant.

_____

4. ____ The boys ate too much, so their bellies swelled.

_____

5. ____ Matthew wants to work in the justice system when he grows up.

_____

6. ____ The jury allowed Matthew to keep his liberty, but he had to help in the community as punishment.

_____

PART B **Answer the questions.**

1. Why was Matthew at the pharmacy?
   a. He wanted some privacy.
   b. He needed to buy straws.
   c. He was buying pills.
   d. He felt sorrow.

2. Which of the following is NOT a word used to describe Matthew?
   a. Sensible
   b. Optomistic
   c. Rude
   d. Tidy

3. Why did Matthew try to leave the restaurant without paying for his meal?
   a. He didn't enjoy the food.
   b. He presumed his friends would like him.
   c. He couldn't find the waiter.
   d. He didn't have enough money.

4. Why did Matthew get to keep his liberty at the end of the story?
   a. He complimented the jury.
   b. He persuaded the jury he had learned his lesson.
   c. He picked up trash as a punishment
   d. He hindered the jury from making a decision.

UNIT 17

Word List

affection [əfékʃən] *n.*

Affection is a feeling of liking someone or something.

→ *Amanda has a lot of **affection** for her little sister Sarah.*

agency [éidʒənsi] *n.*

An **agency** is a business or service set up to act for others.

→ *I went to a travel **agency** to help me arrange a flight home.*

ash [æʃ] *n.*

Ash is the grey or black powder created when something is burned.

→ *The end of his cigar was full of **ashes**.*

confine [kənfáin] *v.*

To **confine** something is to keep it in one place.

→ *The elephant is **confined** to a cage in the zoo.*

dismiss [dismís] *v.*

To **dismiss** something is to say it is not important.

→ *He quickly **dismissed** my idea about a new project.*

erupt [irʌ́pt] *v.*

To **erupt** is for a volcano or something to shoot a hot substance.

→ *The volcano **erupted** for the first time in ten years.*

fate [feit] *n.*

Fate is a power that causes some things to happen.

→ *Some people believe that a person's hand can tell their **fate**.*

lava [lá:və] *n.*

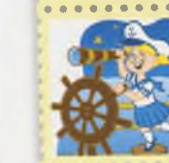
Lava is the hot substance made of melted rock that shoots from volcanoes.

→ *The red hot **lava** poured from the volcano.*

miserable [mízərəbəl] *adj.*

If someone is **miserable**, they are very unhappy.

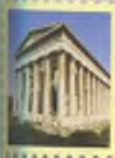
→ *He was **miserable** after his dog died.*



navigate [nǽvəgèit] *v.*

To **navigate** something is to control the way it moves or goes.

→ *She **navigated** the ship across the ocean.*



originate [əríʤənèit] *v.*

To **originate** somewhere is to start there.

→ *The idea of democracy **originated** in Ancient Greece.*

remainder [riméində:r] *n.*

The **remainder** of something is what is left.

→ *He took a bite of the apple, then gave me the **remainder** of it.*

retrieve [ritrí:v] *v.*

To **retrieve** something is to find it and get it back.

→ *She **retrieved** her mail from the mail box.*

shallow [ʃælou] *adj.*

If something is **shallow**, it is not deep.

→ *The kids were playing in the **shallow** water.*

slope [sloup] *n.*

A **slope** is ground that is not flat.

→ *The **slope** to the top of the mountain was very steep.*

span [spæn] *v.*

To **span** a length of time is to last that long.

→ *His work began in 1999. It has **spanned** many years since then.*

superstition [sù:pərstíʃən] *n.*

A **superstition** is something magical that people believe is real.

→ *It is a **superstition** that Friday the 13th is an unlucky day.*

sympathy [símpəəi] *n.*

Sympathy is a feeling of being sad for another person.

→ *I felt **sympathy** for my sister so I got her a balloon to cheer her up.*

vibrate [váibreit] *v.*

To **vibrate** is to shake very hard.

→ *The machine made his whole body **vibrate** as he broke up the ground.*

wander [wándə:r] *v.*

To **wander** is to walk without going to a certain place.

→ *The boys like to **wander** in the woods and look at birds.*

Exercise 1

Choose the answer that best fits the question.

1. Which of the following mean that something is not important?
   a. Superstition b. Dismiss c. Vibrate d. Miserable
2. What is the power that causes things to happen?
   a. Affection b. To originate c. To wander d. Fate
3. What is the hot liquid from a volcano called?
   a. Shallow b. Ash c. Slope d. Lava
4. What is something that a volcano does?
   a. Fate b. Erupt c. Remainder d. Sympathy
5. What is it called to have belief in something magical?
   a. Superstition b. Vibrate c. Agency d. Confine

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. John was very unhappy when he lost his favorite book.
   _____
2. Manny found a job with a local news company that deals with other businesses.
   _____
3. The river in front of her house is not deep.
   _____
4. I don't like to keep in one place my dog; I want him to run around.
   _____
5. The house burned down, and there was only grey powder left.
   _____
6. She has to control where to go when she travels with her father.
   _____
7. My plan to become a farmer started when I was a child.
   _____
8. He has a feeling of love for his grandfather.
   _____
9. The people left the town when the ground started shaking.
   _____
10. I had a feeling of sadness for her when her dog died.
    _____

Exercise 3

Choose the word that is a better fit for each blank.

1. originated / superstition

   The _____ _____ from Europe and was brought to North America.

2. agency / dismissed

   The _____ quickly _____ his idea as being too unrealistic to be of any use.

3. slope / lava

   Their house is built on a _____. There is great concern that _____ from a nearby volcano will destroy the house easily.

4. vibrate / fate

   When he learned of his _____, he was frightened. It made his entire body _____ uncontrollably.

5. sympathy / confine

   Please _____ your _____ for someone who really needs it.

6. ash / erupted

   A gray cloud of _____ _____ from the tailpipe of the car that had not been started in three years.

7. retrieve / miserable

   I felt _____ all evening. Perhaps I caught a virus when I had to _____ the missing sheep from the heavy rainstorm.

8. wander / affection

   I have great _____ for those who do exciting things. When I was young, I would often _____ the countryside just for fun.

9. remainder / shallow

   We sent the youngsters home while the _____ of the group crossed the _____ but fast moving stream.

10. spanned / navigate

    It was a difficult trip, but we managed to _____ our way through the wilderness in a trip that _____ five days.

The Magic Cup

Paul and John were brothers. They fought all the time because they both wanted to be leaders of the **agency** they both worked at.

There was a **superstition** in their town about a magic cup. People said the cup was in a volcano located far away. Anyone who **retrieved** the cup would have their wish come true. John and Paul both wanted to find it. Then they could become the leader.

They both left to find the cup. Before their trip, their mother said they should work together. They **dismissed** that idea. Even though their trips **originated** from the same house, each wanted to travel alone.

They were both **miserable** during the trip. They had to **navigate** small boats across **shallow** rivers and climb difficult **slopes**. Their journey **spanned** many days. When they finally got close to the volcano, the ground began to **vibrate** and the volcano **erupted**. **Ash** filled the sky and **lava** covered everything. John climbed to the top of a hill to keep from getting burned. A few moments later, his brother went up the same hill. They were **confined** to the hill until the lava cooled down.

They talked about the things they had seen while **wandering** around the country. They felt more **sympathy** and **affection** for each other than ever before. They decided that **fate** had brought them together.

The next day they left to finish the **remainder** of the trip together. Everything seemed much easier. When they finally found the cup, they learned that it didn't make wishes come true. It was only an ordinary cup. But the trip to reach the cup taught them to work together and love each other.

Reading Comprehension

UNIT 17

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The trip to find the magic cup was very easy.

_____

2. ____ The boys dismissed their mother's advice before they left for the trip.

_____

3. ____ The boys were confined to a hilltop by the lava after the volcano erupted.

_____

4. ____ A superstition said that anyone who retrieved the cup would become the leader of the agency.

_____

5. ____ The boys had more affection and sympathy for each other after the trip.

_____

6. ____ After the volcano erupted, there was ash in the sky and lava on the ground.

_____

PART B **Answer the questions.**

1. Why didn't the boys travel together?
   a. Their trips originated from different places.
   b. They were both miserable.
   c. They had to navigate boats across shallow rivers.
   d. They wanted to travel alone.

2. Why were the boys always fighting??
   a. The cup had special powers.
   b. They had very little food to eat.
   c. There was a hole beneath the tree.
   d. They both wanted to be leaders of the agency.

3. Why did fate bring the boys together?
   a. To show that stories about the tree weren't true
   b. So they could complete the remainder of the trip together
   c. So they could return home together
   d. So their trip could span many days

4. What was surprising about the cup?
   a. It was only an ordinary cup.
   b. It did not really exist.
   c. It had their names written on it.
   d. It was made of gold.

UNIT 18

Word List

armor [ɑ́:rmər] *n.*

Armor is metal worn by soldiers to protect the body.

→ *The soldier wore **armor** to protect his body.*

blaze [bleiz] *v.*

To **blaze** means to burn brightly or powerfully.

→ *The small fire soon **blazed** into a large dangerous one.*

boom [bu:m] *v.*

To **boom** means to make a loud, deep sound.

→ *The firecrackers made a loud **boom** when they exploded.*

cliff [klif] *n.*

A **cliff** is a high and often flat wall of rock.

→ *The wolf stood at the **cliff** and howled.*

flame [fleim] *n.*

A **flame** is part of fire.

→ *The torch was filled with yellow and orange **flames**.*

independence [indipéndəns] *n.*

Independence is the state of being free from the control of others.

→ *After leaving home, Sophia had a great feeling of **independence**.*

invasion [invéiʒən] *n.*

An **invasion** is an attack by a group from another country.

→ *In Korea, walls were built around cities to protect them from **invasions**.*

knight [nait] *n.*

A **knight** is a soldier of high rank and skill who usually serves a king.

→ *He was the best soldier, so the king made him a **knight**.*

lightning [láitniŋ] *n.*

Lightning is the bright light seen during a storm.

→ *The **lightning** flashed above the water.*

rebel [rébəl] *n.*

A **rebel** is a person who fights the government in order to change it.

→ *The **rebel** had enough of the government's unfair polices.*

retreat [ritri:t] *v.*

To **retreat** means to run away because you have been beaten in a fight.

→ *The army **retreated** because they were losing the battle.*

revolution [rèvəlú:ʃən] *n.*

A **revolution** is a change to the political system by a group of people.

→ *The **revolution** in Russia led to the creation of the Soviet Union.*

spear [spiə:r] *n.*

A **spear** is a long stick with a blade on one end that is used as a weapon.

→ *The soldier was holding a **spear** in his hand.*

steep [sti:p] *adj.*

If something is **steep**, then its slope or angle rises or falls sharply.

→ *He rode his bike up the **steep** hill to reach the top.*

summit [sʌ́mit] *n.*

A **summit** is the highest part of a hill or mountain.

→ *Snow covered the **summit** of the mountain even during the summer.*

thunder [əʌ́ndə:r] *n.*

Thunder is the loud noise heard during a storm.

→ *The sound of the **thunder** startled me.*

troops [tru:ps] *n.*

Troops are soldiers that fight in groups in a battle.

→ *The **troops** were all prepared to go into battle.*

warrior [wɔ́(:)riə:r] *n.*

A **warrior** is a brave soldier or fighter.

→ *The samurai were some of the most skilled **warriors** in the ancient world.*

withdraw [wiðdrɔ:] *v.*

To **withdraw** means to leave a place, usually during war.

→ *After losing the battle, the enemy **withdrew** back to its own country.*

yield [ji:ld] *v.*

To **yield** something means to give up control of it or to give it away.

→ *He had to **yield** his turn because he was in checkmate.*

Exercise 1

PART A Choose the right word for the given definition.

1. to give up control
   a. revolution b. flame c. yield d. independence
2. to make a loud, deep sound
   a. boom b. spear c. cliff d. blaze
3. the highest point
   a. knight b. retreat c. steep d. summit
4. a flat wall of rock
   a. lightning b. cliff c. armor d. withdraw
5. someone who disagrees with those in charge
   a. thunder b. invasion c. rebel d. troop

PART B Choose the right definition for the given word.

1. flame
   a. a small piece of fire b. the total amount
   c. a long stick d. a loud sound
2. spear
   a. metal worn to protect b. a brave soldier
   c. a sharp weapon d. to give up control
3. withdraw
   a. to leave a place b. a group of soldiers
   c. to burn brightly d. to stab with a point
4. lightning
   a. a mountain b. to run away
   c. a high flat rock d. what you see during a storm
5. knight
   a. a king b. a skilled soldier
   c. a strange event d. a group attack

Exercise 2

Circle two words that are related in each group.

1. a. withdraw b. armor c. steep d. retreat
2. a. blaze b. flame c. summit d. independence
3. a. cliff b. spear c. rebel d. revolution
4. a. yield b. knight c. warrior d. boom
5. a. thunder b. troop c. lightning d. steep

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. Miguel did not want to give up control of his managerial powers.

   _____

2. With his long pointed stick with a blade at the end, he was able to defend himself.

   _____

3. During the storm we heard loud noises.

   _____

4. The army was beaten, so it ran away to a safe place.

   _____

5. The soldiers who fought in groups during the battle were exhausted after the conflict.

   _____

6. The metal we wore to protect our body was heavy and hot during the summer.

   _____

7. We walked carefully down the sharp angle of the mountain.

   _____

8. A feeling of being free came over all the people after the election of a new prime minister.

   _____

9. The soldiers managed to hold off the attack from another group.

   _____

10. We heard a loud sound when the hammer hit the brick wall.

    _____

The Knight's Plan

A town was fighting for their **independence** from another country. Several **rebels** started a **revolution**. However, they were afraid of an **invasion** from a lot of **troops**. They didn't have enough **warriors** to stop them, so they asked a **knight** for help.

The knight made a plan. A tall mountain was outside the town. The road near the top was very narrow. **Cliffs** rose on both sides of it.

"We must trick the enemy. They have to follow us up the mountain," the knight explained. "On the narrow path, only a few can attack us at one time."

The people agreed with the knight's plan.

The knight put on his **armor**, and the warriors got their **spears**. When the enemy attacked, the knight and warriors acted as if they were afraid. They quickly **withdrew** toward the mountain.

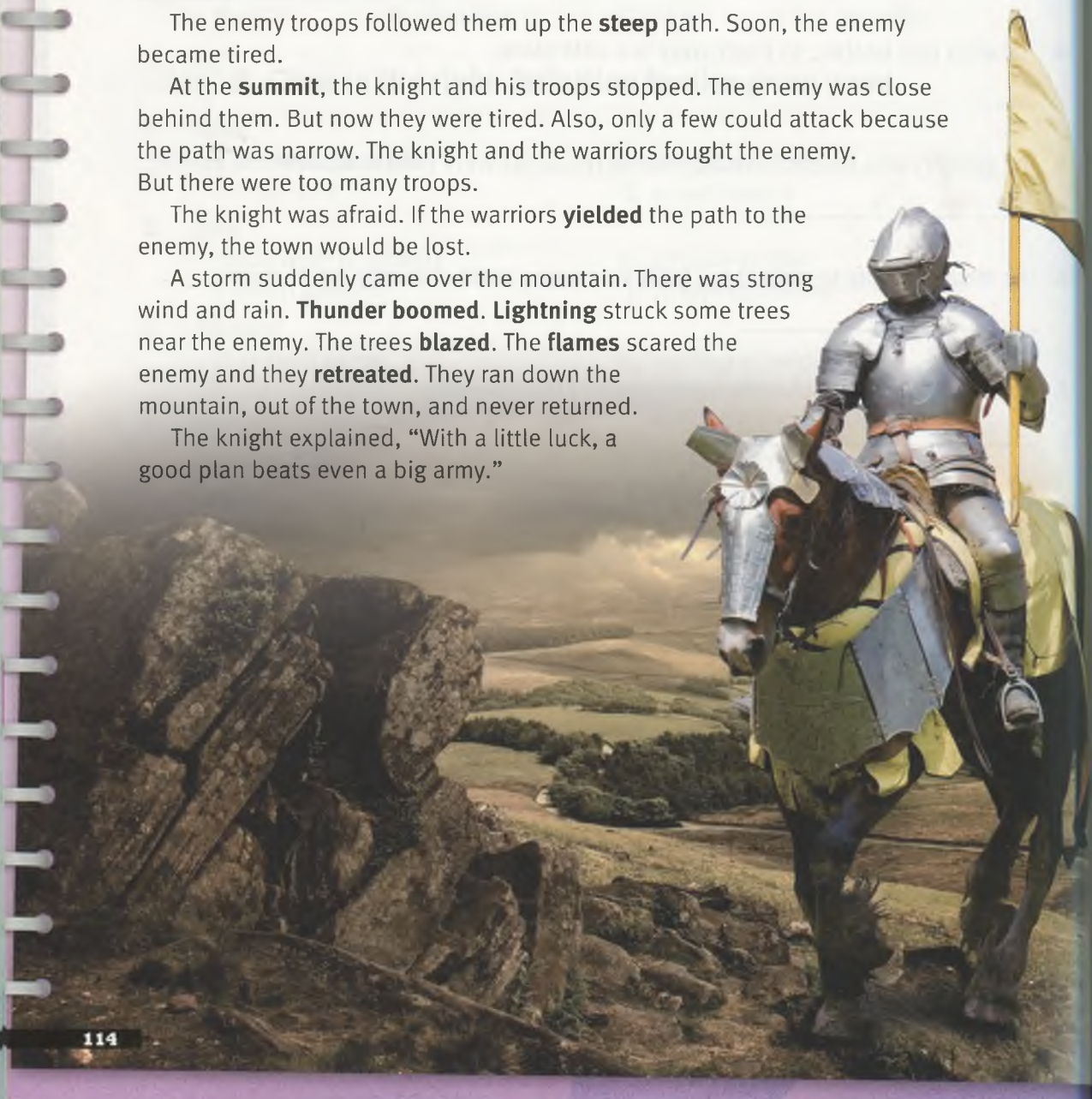
The enemy troops followed them up the **steep** path. Soon, the enemy became tired.

At the **summit**, the knight and his troops stopped. The enemy was close behind them. But now they were tired. Also, only a few could attack because the path was narrow. The knight and the warriors fought the enemy. But there were too many troops.

The knight was afraid. If the warriors **yielded** the path to the enemy, the town would be lost.

A storm suddenly came over the mountain. There was strong wind and rain. **Thunder boomed**. **Lightning** struck some trees near the enemy. The trees **blazed**. The **flames** scared the enemy and they **retreated**. They ran down the mountain, out of the town, and never returned.

The knight explained, "With a little luck, a good plan beats even a big army."



Reading Comprehension

UNIT 18

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The town was afraid of an invasion.

_____

2. ____ The town agreed with the knight's plan.

_____

3. ____ The warriors wore armor, and the knight used a spear.

_____

4. ____ The path to the summit was steep.

_____

5. ____ Some rebels started a revolution for their independence.

_____

6. ____ Sounds from the trees scared the enemy.

_____

PART B **Answer the questions.**

1. Why was the narrow path important to the knight's plan?
   a. Few soldiers could attack from it.
   b. It led to a high cliff.
   c. It was a safe place to hide.
   d. The enemy troops were afraid of it.

2. After they withdrew to the mountain, where did the knight and warriors stop?
   a. Between two cliffs
   b. At the summit
   c. Near the bottom
   d. Out of the town

3. Why didn't the enemy think there was a trap?
   a. They had more troops.
   b. They thought the soldiers were scared.
   c. They were tired.
   d. They were scared.

4. All of the following happened after the storm came EXCEPT _____.
   a. thunder boomed
   b. the trees blazed
   c. the knight retreated
   d. lightning struck

UNIT 19

Word List

bench [bentʃ] *n.*

A **bench** is a long seat for two or more people.

→ *Most parks have **benches** for citizens to relax upon.*

confront [kənfrʌ́nt] *v.*

To **confront** a hard situation or person is to deal with it.

→ *The couple has to **confront** each other about their problems.*

daisy [déizi] *n.*

A **daisy** is a small flower with white petals and a yellow center.

→ *There were a few **daisies** growing in the field.*

dispute [dispjúːt] *n.*

A **dispute** is an argument or disagreement that people have.

→ *Karen and Brian often have **disputes** about silly things.*

horror [hɔ́ːrər] *n.*

Horror is a feeling of being very afraid or shocked.

→ *The audience screamed in **horror** when the ghost appeared in the movie.*

incident [ínsədənt] *n.*

An **incident** is an event that is usually not pleasant.

→ *Mr. Wilson had an **incident** where he became sick and had to leave.*

mist [mist] *n.*

Mist is water that you can see in the air or on a surface.

→ *The forest was covered with **mist**.*

object [ɑ́bdʒikt] *n.*

An **object** is an inanimate thing that you can see or touch.

→ *The shopping cart was filled with **objects**.*

orphan [ɔ́ːrfən] *n.*

An **orphan** is a child who does not have parents.

→ *The **orphan** frequently cried during the night.*

plot [plɑt] *v.*

To **plot** is to make a secret plan to do something that is wrong or mean.

→ *The group was **plotting** to ruin the company's financial reports.*

pregnant [prégnənt] *adj.*

When a female is **pregnant,** she is going to have a baby.

→ *The **pregnant** woman was shopping for baby clothes.*

rage [reidʒ] *n.*

Rage is a very angry feeling.

→ *The chef was filled with **rage** when his helpers ruined the meal.*

revenge [rivéndʒ] *n.*

Revenge is what you do to hurt or punish someone who hurts you.

→ *He broke his sister's doll as **revenge** after she lost his favorite book.*

shame [ʃeim] *n.*

Shame is a bad feeling about things you have done wrong.

→ *The boy felt **shame** about misplacing his clothes.*

sigh [sai] *v.*

To **sigh** is to breathe out loudly and show that you are tired or sad.

→ *Molly **sighed** when she looked at all the information she had to research.*

sneak [sni:k] *v.*

To **sneak** is to move quietly so that no one hears or sees you.

→ *The thief **snuck** out of the house without anyone noticing him.*

spare [spɛə:r] *v.*

To **spare** something is to give it because you have more than you need.

→ *I wanted to help him but I couldn't **spare** a tire.*

stem [stem] *n.*

The **stem** of a plant is the stick that grows leaves or flowers.

→ *The rose had a long thin **stem**.*

supper [sʌ́pər] *n.*

Supper is a meal that is eaten in the evening.

→ *We usually have **supper** around 6 o'clock at my house.*

tender [téndə:r] *adj.*

When something is **tender,** it is soft and easy to chew.

→ *The meat was so **tender** they didn't need knives to cut it with.*

Exercise 1

PART A Choose the right word for the given definition.

1. to deal with a difficult situation
   a. revenge b. confront c. supper d. object
2. a part of a flower
   a. horror b. mist c. bench d. stem
3. soft and easy to chew
   a. tender b. retreat c. steep d. summit
4. feeling of being afraid
   a. incident b. pregnant c. horror d. spare
5. to breathe air
   a. sigh b. daisy c. shame d. orphan

PART B Choose the right definition for the given word.

1. bench
   a. quiet b. a seat c. no parents d. meal
2. plot
   a. to plan b. a flower c. to get even d. soft
3. supper
   a. a hard situation b. breathe c. meal d. flower part
4. dispute
   a. an argument b. a shock c. flat rock d. a baby
5. incident
   a. water b. to feel bad c. extra d. a bad event

Exercise 2

Choose the answer that best fits the question.

1. If a child loses their parents, what do they become?
   a. A daisy b. An orphan c. A spare d. An object
2. What would you call someone who can spare time to help you?
   a. greedy b. mean c. kind d. arrogant
3. What is something that would fill you with shame?
   a. Buying new shoes b. Stealing from your grandparents
   c. Eating cake d. Buying some books
4. What would put a person in a rage?
   a. Getting a new job b. A bright sunny day
   c. Meeting friends d. Someone stealing their car
5. If you sneak, what are you doing?
   a. Loudly talking b. Trying not to be seen
   c. Trying not to be heard d. Happily singing

Exercise 3

Choose the word that is the better fit for each blank.

1. **mist / daisy**

   She went to the lawn and cut a _____ from the garden. It smelled good and was covered in _____.

2. **dispute / confronted**

   The employees had a long _____ with the owner over their low pay. Eventually, one worker _____ the owner and was finally able to solve the problem.

3. **bench / sighed**

   She looked across the schoolyard, hoping to find an empty _____ where she could rest. Since they were all full, she _____ and sat on the ground instead.

4. **incident / horror**

   The _____ of the car accident made him too scared to drive. It wasn't until three years after the _____ that he got into a car again.

5. **pregnant / spare**

   The _____ woman couldn't go to work anymore, so she had a lot of to _____ with her hobbies.

6. **revenge / plotted**

   He wasn't usually a person who tried to get _____. However, when he learned that his classmates had _____ against him, he changed his position.

7. **stems / rage**

   A dog got into the garden and ate all the flowers, leaving behind only the _____. When the owner found out, he felt _____.

8. **tender / supper**

   Mr. Holloway cooked hamburgers and vegetables for _____ yesterday. Everything was cooked very well. The meat was juicy and the vegetables were _____.

9. **sneak / orphan**

   The _____ didn't have anybody to take care of him. He often had to _____ into empty houses during the winter just to keep warm.

10. **shame / objects**

    A thief had taken several _____ from the museum. After a few days, however, he felt a sense of _____ and returned everything.

The Magic Pear Tree

It was a cool morning, and the grass was covered in **mist**. The market was full of people. A mean farmer named Jack yelled, "Pears for sale!" He sat on a **bench**, **plotting** how he could trick people. Then an **orphan** came to his cart.

"Can you **spare** a pear?" she asked.

Jack felt **rage**. He replied, "You don't have any money!"

"Please, I haven't had **supper** in days."

"No!" shouted the farmer.

The orphan **sighed**. However, a **pregnant** lady heard the **dispute** and **confronted** Jack. "Just give her a pear," she said. Jack had no **shame** and said no. Finally, a man bought a pear for the girl.

The girl quickly ate it, but she saved the seed. She wanted to get **revenge**.

She told Jack, "I know a way to get hundreds of pears in one day. I'll show you how."

He watched the girl dig a hole. She dropped the seed into the ground. Then she spread the dirt over it.

"Watch closely," she said. "In a few minutes, a **stem** will grow. It'll turn into a tree that's full of pears!"

Jack stared at the dirt, but nothing happened. The only **objects** there were a few **daisies**. He looked for the girl, but she had **snuck** away.

Then he looked at his cart in **horror**. It was empty! He suddenly realized that the orphan had tricked him. While Jack was waiting for the tree to grow, the people had taken the pears from his cart. They all laughed while they were eating the **tender** fruit. The farmer felt ashamed. The **incident** taught him to be kinder.

Reading Comprehension

UNIT 19

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The orphan wanted the farmer to give her a pear.

_____

2. ____ The farmer didn't feel shame about being unkind until after the incident.

_____

3. ____ The people in the marketplace plotted to get revenge against the farmer.

_____

4. ____ The girl sighed because she was tired of waiting for the tree to grow.

_____

5. ____ The girl snuck away before the farmer could confront her.

_____

6. ____ The orphan ate a large supper the night before.

_____

PART B **Answer the questions.**

1. What object did the girl keep after she ate the pear?
   a. The seed
   b. The stem
   c. A daisy
   d. The cart

2. What was the dispute between the orphan and the farmer about?
   a. The girl wanted a spare pear.
   b. The farmer felt rage about the girl.
   c. The girl sat on his bench.
   d. The farmer's pears were too expensive.

3. What did the girl do immediately after she put the seed in the ground?
   a. She asked the farmer to watch closely.
   b. She ate the pear.
   c. She spread the dirt over it.
   d. She dug a hole.

4. What happened to the farmer's pears at the end of the story?
   a. They were stolen by the crowd.
   b. They were all sold.
   c. They were given away.
   d. They were taken by the girl.

UNIT 20

Word List

beneath [biníːə] *prep.*

If something is ***beneath*** something else, it is under it.

→ *The largest part of an iceberg lies **beneath** the waterline.*

cub [kʌb] *n.*

A **cub** is a baby animal, such as a bear or lion.

→ *The lion **cub** was crying for its mother.*

dawn [dɔːn] *n.*

Dawn is the time of day when the sun rises.

→ *At **dawn**, the sun gently rose over the farm.*

dissatisfied [dissǽtisfàid] *adj.*

If you are **dissatisfied**, you are not happy with something.

→ *I was **dissatisfied** with their decision to work on Sunday.*

ease [iːz] *n.*

When something is done with **ease**, it is not hard to do.

→ *The monkey climbed the tree with **ease**.*

evident [évidənt] *adj.*

When something is **evident**, it is easy to see or understand.

→ *It was **evident** from the look on his face that he was unhappy.*

hail [heil] *n.*

Hail is ice that falls from the sky when rain freezes.

→ *The **hail** from the storm was the size of golf balls.*

howl [haul] *v.*

To **howl** means to make a long, loud sound like a wolf or a dog.

→ *The wolf **howled** at the moon.*

leap [liːp] *v.*

To **leap** means to jump a long distance.

→ *He had to **leap** over the gap to reach the other side of the hill.*

magnificent [mægnífəsənt] *adj.*

When something is **magnificent**, it is beautiful and grand.

→ *The man gave his wife a pair of **magnificent** diamond earrings.*

necessity [nisesəti] *n.*

A **necessity** is something that is needed.

→ *Fresh water is a **necessity** for life.*

outcome [autkʌm] *n.*

An **outcome** is the end of an action or event.

→ *The **outcome** of his latest business plan was a complete failure.*

pile [pail] *n.*

A **pile** is a large group of things on top of one another.

→ *The **pile** of cups was beginning to tilt.*

profound [prəfáund] *adj.*

When something is **profound**, it is very intelligent.

→ *For a little boy, Jeremy has some **profound** thoughts.*

seize [si:z] *v.*

To **seize** something means to grab it quickly or strongly.

→ *The man **seized** as much money as he could before anyone could see him.*

squeeze [skwi:z] *v.*

To **squeeze** something means to press it together and hold it tightly.

→ *When Clara saw her cat, she gave it a big **squeeze**.*

supreme [supri:m] *adj.*

When something is **supreme**, it is the highest or best.

→ *The **supreme** officer was in charge of keeping the citizens calm.*

terrific [tərífik] *adj.*

When something is **terrific**, it is very good.

→ *My youngest daughter is a **terrific** painter.*

trait [treit] *n.*

A **trait** is part of someone's personality.

→ *One **trait** of Salvador's personality is his cheerfulness.*

vital [váitl] *adj.*

When something is **vital**, it is necessary for life.

→ *The heart is a **vital** organ.*

Exercise 1

Choose the right word for the given definition.

1. a part of one's personality
   a. trait b. profound c. necessity d. magnificent
2. to press together
   a. vital b. squeeze c. terrific d. trait
3. to jump a long distance
   a. squeeze b. seize c. howl d. leap
4. frozen rain
   a. hail b. dissatisfied c. outcome d. dawn
5. the condition of being with little or no problem
   a. dawn b. beneath c. ease d. pile

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The princess looked beautiful and grand in her new dress.
   _____
2. It is a needed thing to hold your breath when swimming under water.
   _____
3. The tribe honored their highest and best chief.
   _____
4. The runner was pleased with the end of the race.
   _____
5. The answer to this problem is easy to understand.
   _____
6. My father will be unhappy if I do not clean my bedroom.
   _____
7. The police grab criminals that try to run away.
   _____
8. The early news program comes on TV at the time the sun rises.
   _____
9. We covered the trap with a large group of sticks and grass.
   _____
10. The lion protected her baby animal from the hunters.
    _____

Exercise 3

UNIT 20

Choose the answer that best fits the question.

1. If you complete a task with no problem, then it was done with what?
   a. Necessity
   b. Dawn
   c. Ease
   d. Leap

2. Which of the following is the one that a police officer would seize?
   a. A mechanic
   b. A criminal
   c. A cold
   d. A teacher

3. How would you describe something magnificent?
   a. Very lovely
   b. Small and dirty
   c. Having a bad smell
   d. Extremely smart

4. A leap is most similar to which of the following?
   a. Sprint
   b. Jump
   c. Squat
   d. Climb

5. Which of these would be considered profound?
   a. A puddle on the ground
   b. A blank sheet of paper
   c. New shoes
   d. A great idea

6. If you squeeze someone, it may mean what?
   a. You like them.
   b. You are hungry.
   c. You are very tired.
   d. You want to go home.

7. If you are beneath your friend, then where is he?
   a. He's above me.
   b. He's below me.
   c. He's beside me.
   d. He's nowhere to be found.

8. What kind of animal will usually howl?
   a. A duck
   b. A parrot
   c. An ostrich
   d. A wolf

9. Which is the most vital for human survival?
   a. Food
   b. Water
   c. A heart
   d. Money

10. What is something that would make you feel terrific?
    a. Making a friend happy
    b. Being late for class
    c. Pushing someone down
    d. Breaking your finger

Little Wolf and Mother Wolf

Mother Wolf was a **magnificent** animal. She had all the **traits** of a **terrific** hunter. She was very strong and fast. She knew how to hide and how to **seize** prey. Mother Wolf was the forest's **supreme** creature. Her skills were **evident** to all the other animals.

Mother Wolf lived in a den **beneath** a tree with her **cub**, Little Wolf. At **dawn**, Little Wolf and Mother Wolf were eating breakfast. Little Wolf looked sad. Mother Wolf said, "What is wrong, my cub?"

Little Wolf said, "I want to be big like you. You can run and **leap** better than anyone. You can **howl** so loudly. Being big is a **necessity**, and I am so small."

Mother Wolf said, "Don't be **dissatisfied** with your size. Being small can be very helpful sometimes."

Just then, rain and **hail** began to fall. The tree was hit by lightning. It fell on the wolves' den. Little Wolf was scared. The wolves knew that escaping the den was **vital**. Mother Wolf said, "Little Wolf, I cannot move the heavy **pile** of branches. But you can escape with **ease**. You can get out and find help!"

Little Wolf crawled out of the den and called all the large animals for help. They went to the den and pulled away the branches. Mother Wolf came out and said, "Thank you Little Wolf! You saved my life!" She softly **squeezed** Little Wolf and kissed her.

Little Wolf smiled. She said, "Mother, this **outcome** has taught me a **profound** lesson. Even though I'm small, I'm still important."

Reading Comprehension

UNIT 20

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Mother Wolf was a magnificent animal.

_____

2. ____ Little Wolf knew how to seize prey.

_____

3. ____ Mother Wolf couldn't move the pile of branches.

_____

4. ____ Mother Wolf made a den inside of a tree.

_____

5. ____ The large animals pulled the branches away.

_____

6. ____ Little Wolf saved Mother Wolf's life.

_____

PART B **Answer the questions.**

1. Which is NOT a trait of a terrific hunter like Mother Wolf?
   a. Being strong
   b. Being small
   c. Being fast
   d. Being big

2. Little Wolf was scared because _____.
   a. Mother Wolf became ill
   b. the snow filled the ground
   c. a tree fell on the den
   d. a hunter was chasing them

3. Why did Little Wolf feel sad?
   a. She could leap like her mother.
   b. She wanted to howl at the animals.
   c. She was dissatisfied with her mother.
   d. She thought she was useless.

4. According to the reading, why did Mother Wolf squeeze her cub?
   a. Because Little Wolf was laughing
   b. Because Little Wolf smiled
   c. Because Little Wolf was hurt
   d. Because Little Wolf saved her

UNIT 21

Word List

accustomed [əkʌ́stəmd] *adj.*

When you become **accustomed** to something, you are in the habit of it.

→ *Grandfather is **accustomed** to reading the newspaper every morning.*

affirm [əfə́:rm] *v.*

To **affirm** is to say that something is true.

→ *Using a graph, Malcolm **affirmed** the success of the company.*

astonished [əstɑ́nijt] *adj.*

If someone is **astonished**, they are very surprised or shocked.

→ *I was **astonished** when he pulled the live rabbit out of his hat.*

bang [æŋ] *v.*

To **bang** is to hit something to make a noise.

→ *The drummer **banged** on his drum as he marched in the parade.*

clan [klæn] *n.*

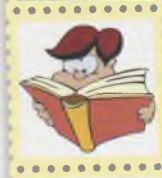
A **clan** is a group of relatives or friends.

→ *The Lee **clan** meets every year to celebrate the New Year.*

dim [dim] *adj.*

When something is **dim**, it does not give out much light.

→ *Working in a **dim** room is bad for your eyes.*



emphasis [émfəsis] *n.*

Emphasis is special attention or importance.

→ *The students put special **emphasis** on chapter 4 because it will be on the*

fable [féibəl] *n.*

A **fable** is a short story that teaches a lesson.

→ *In the **fable** about the tortoise and the hare, the lesson is consistency.*

feast [fi:st] *n.*

A **feast** is a large meal for many people.

→ *At Thanksgiving, I enjoy a wonderful **feast** with my family.*

glow [glou] *v.*

To **glow** is to make a soft light.

→ *The small flame **glowed** softly.*

hollow [hάlou] *adj.*

When something is **hollow,** it has an empty space inside.

→ *Straws are **hollow,** so liquid can flow through them.*

instinct [instiŋkt] *n.*

Instinct is the natural way that people behave without thinking about it.

→ *Cats hunt mice because of **instinct.***

joint [dʒɔint] *n.*

A **joint** is a place of the body where the bones meet, such as the knee.

→ *Two important bones in your leg meet at a **joint** in your knee.*

leak [li:k] *v.*

To **leak** is to let a liquid or gas pass through a flaw.

→ *The pipe **leaks** from many places.*

physician [fiziʃən] *n.*

A **physician** is a doctor.

→ *The **physician** said I would feel better if I took my medicine.*

sacrifice [sækrəfais] *v.*

To **sacrifice** something valuable is to give it up to get something else.

→ *Her parents **sacrificed** a lot of money in order for her to go to college.*

stiff [stif] *adj.*

When something is **stiff,** it is hard to move.

→ *The bird was standing on the tree's **stiff** branch.*

stroke [strouk] *v.*

To **stroke** is to move a hand over something or someone.

→ *She **stroked** her cheek to see if there was something on it.*

tragic [trædʒik] *adj.*

When something is **tragic,** it is connected with death and suffering.

→ *The airplane crashed in a **tragic** accident.*

tune [tju:n] *n.*

A **tune** is a song.

→ *The students played a familiar **tune** for the audience.*

Exercise 1

Choose the right definition for the given word.

1. stroke
   a. to surprise b. to move a hand c. a light d. to speak
2. sacrifice
   a. to give up b. to allow c. to cry d. to say
3. joint
   a. very sad b. a large meal c. a short story d. where two bones meet
4. emphasis
   a. family b. a song c. a doctor d. special attention
5. hollow
   a. natural b. cannot move c. to connect d. empty

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. She avoided walking in low-light areas.
   _____
2. Since she's lived in hot places all her life, she's used to warm weather.
   _____
3. The holes in the old pipes let water pass through onto the bathroom floor.
   _____
4. Her back felt hard to move after she slept on the floor.
   _____
5. He was happy to go home and see the group of family and friends.
   _____
6. The very shocked crowd watched as the magician performed his tricks.
   _____
7. The school served a large meal in honor of the new principal.
   _____
8. The only thing that I could see in the dark night was my flashlight making light.
   _____
9. It was a very sad event when his parents passed away in the accident.
   _____
10. Her natural behavior told her to leave the room as soon as possible.
    _____

Exercise 3

Choose the word that is a better fit for each blank.

1. **fable / astonished**

   The _____ was about a young boy with magic powers. At first nobody believed him, but everyone was _____ when he made a cat disappear.

2. **instincts / banged**

   After hearing the bad news, she _____ her fist on the table in anger. Things would go wrong, her _____ told her.

3. **accustomed / feast**

   Though the food was good, he felt sick after the _____. He just wasn't _____ to eating so much at one time.

4. **joint / physician**

   The _____ stretched out my arm, looking at my elbow. He wanted to make sure that my pain wasn't a problem with the _____.

5. **affirm / emphasis**

   The university placed a special _____ on student safety. They wanted to _____ that they were interested in protecting students.

6. **stiff / hollow**

   He wanted to find out where his sister went after school, so he hid in a _____ tree in the schoolyard. However, when he came out, he felt _____ all over.

7. **clan / tunes**

   The entire _____ was excited about her wedding. While they drove to the church, they sang happy _____.

8. **dim / stroked**

   In the _____ light, it was hard to find the earring she'd dropped on the floor. She _____ the ground until she finally felt it.

9. **tragic / sacrifices**

   The boy suffered from a _____ illness. Still, his family made _____ to make sure he was always comfortable.

10. **leak / glowing**

    He shut the door to make sure that no light could _____ into the room. However, he could still see the moon _____ outside of his window.

The Old Man with a Bump

An old man had a large bump on his face. He went to the best **physician** in town. He gave the old man **tragic** news: "I can't do anything. You'll have to get **accustomed** to it."

One day, the old man went into the forest. Suddenly, the light became **dim**. It was going to rain. So he found a **hollow** tree to sit under. It **leaked** a little, but there was no other place he could wait.

When the rain stopped, his **joints** felt **stiff** from sitting. Suddenly, he heard a **tune** coming from far away. Many **fables** said monsters lived in the forest. No one could **affirm** that the stories were true, though. Still, his **instincts** told him that there was something out there. He walked farther into the forest. Then he saw a fire **glowing**. He was **astonished** to see a **clan** of monsters. They were having a great **feast** and **banging** on drums.

He stood behind a tree, spying on them. Then the leader asked, "Who's the best dancer here?"

"Me!" the man yelled, coming from behind the tree. He started to dance. When he was finished, the leader said, "I want you to dance every night. In order to make sure you return, I'm going to keep something you love."

"Please don't take my bump," he begged. "I can't **sacrifice** it. It's good luck!" He exclaimed, pointing at it for **emphasis**.

The monsters agreed that they had to take his bump. After they did, the man **stroked** his face to make sure it was gone. He had tricked them! He never went back, and he never had to worry about his bump again.

Reading Comprehension

UNIT 21

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The physician told the old man there was nothing he could do.

_____

2. ____ The old man waited in the hollow tree even though it leaked a little.

_____

3. ____ The old man's joints were stiff from walking in the forest.

_____

4. ____ The old man's instincts told him to return home immediately.

_____

5. ____ The man danced for the clan of monsters.

_____

6. ____ The monsters took away the man's tragic bump.

_____

PART B **Answer the questions.**

1. What advice did the doctor give the old man?
   a. To bang
   b. To make
   c. To sacrifice
   d. To get

2. Why did the man have to wait inside a hollow tree?
   a. The light became dim.
   b. It began to rain.
   c. He was hiding from monsters.
   d. His joints hurt.

3. Why did the old man come out from behind the tree?
   a. To run away
   b. To eat
   c. To dance
   d. To play music

4. Why does the old man stroke his face at the end of the story?
   a. To astonish the monsters
   b. To make sure the bump is gone
   c. For emphasis
   d. To affirm that the bump is there

UNIT 22

Word List

accommodate [əkɑ́mədèit] *v.*

To **accommodate** is to have enough room.

→ *The meeting room can **accommodate** nine people.*

circus [sə́:rkəs] *n.*

A **circus** is a traveling show with animals and people.

→ *I like to go to the **circus** to see the animals do tricks.*

coincide [kòuinsáid] *v.*

If two things **coincide**, they happen at the same time.

→ *My birthday **coincides** with Christmas.*

commission [kəmíʃən] *v.*

To **commission** someone to do something is to pay them to do it.

→ *The artist was **commissioned** to create a picture.*

dose [dous] *n.*

A **dose** is a certain amount of medicine that you take at one time.

→ *My mother gave me a **dose** of medicine before I went to bed.*

dye [dai] *v.*

To **dye** something is to make it a certain color by using a special chemical.

→ *Valery got her hair **dyed** at the salon yesterday.*

extent [ikstént] *n.*

The **extent** of something is how large, important, or serious it is.

→ *He ate to such an **extent** that he became overweight.*

gender [dʒéndər] *n.*

Gender is a category that describes being either a boy or a girl.

→ *Do you know the **gender** of her new baby?*

headline [hédlàin] *n.*

A **headline** is the title of a newspaper story.

→ *The **headline** on the front page was about the economy.*

informal [infɔ́:rməl] *adj.*

When something is **informal**, it is not official.

→ *They had an **informal** meeting to talk about their experiences.*

inquire [inkwáiər] *v.*

To **inquire** about something is to ask about it.

→ *Dad called to **inquire** about the price of tickets for the show.*

messenger [mesəndʒər] *n.*

A **messenger** is one who carries information from one place to another.

→ *The **messenger** delivered an important document to the office.*

peer [piər] *v.*

To **peer** at something is to watch it carefully.

→ *She **peered** at people through the window.*

portrait [pɔ́:rtrit] *n.*

A **portrait** is a painting or photograph of someone.

→ *I saw many religious **portraits** when I went to the museum.*

pose [pouz] *v.*

To **pose** is to stay in one place without moving.

→ *The kids and their dog **posed** for a picture.*

ranch [rænʧ] *n.*

A **ranch** is a large farm where animals are kept.

→ *My uncle has many horses on his **ranch**.*

steer [stiə:r] *v.*

To **steer** something is to control where it goes.

→ *He **steered** the go-cart around the track.*

stripe [straip] *n.*

A **stripe** is a thick line.

→ *The flag of the United States has red and white **stripes**.*

tame [teim] *adj.*

When an animal is **tame**, it is not afraid to be near people.

→ *The **tame** bird rested on his hand.*

tempt [tempt] *v.*

To **tempt** people is to offer them something they want but shouldn't have.

→ *I wasn't hungry, but she **tempted** me with a piece of my favorite cake.*

Exercise 1

PART A Choose the right word for the given definition.

1. to have enough room
   a. accommodate b. circus c. tame d. steer

2. to change the color of something
   a. tempt b. dye c. stripe d. dose

3. A category of being either a boy or a girl
   a. wipe b. extent c. informal d. gender

4. the title of a newspaper story
   a. pose b. headline c. ranch d. inquire

5. to pay someone to do something
   a. portrait b. commission c. peer d. messenger

PART B Choose the right definition for the given word.

1. inquire
   a. to pay someone for something
   b. to ask about something
   c. to make someone want something
   d. not wild

2. steer
   a. a picture of someone
   b. to stay in one position
   c. a traveling show
   d. to control the direction of a car

3. stripe
   a. a line
   b. a person who carries news
   c. an amount of medicine
   d. describes being either a boy or a girl

4. extent
   a. to have room for
   b. how much
   c. to change color
   d. a place with many animals

5. coincide
   a. to happen at the same time
   b. not official
   c. to watch carefully
   d. the title of a news story

Exercise 2

Choose the word that is a better fit for each blank.

1. **inquired / dose**

   The patient _____ if the doctor could help his shoulder pain. The doctor gave him a _____ of medication that would relieve the pain.

2. **pose / peered**

   The photographer _____ through the camera, but the picture didn't seem right. So he asked the people to _____ differently.

3. **portrait / commissioned**

   Her grandfather gave her a _____ that was painted when he was a boy. Her grandfather's family had _____ a famous artist to do it.

4. **accommodate / coincided**

   The day of the wedding _____ with an important baseball game. As a result, the hotels couldn't _____ the extra guests.

5. **circus / dyed**

   The performers at the _____ had clothing that was _____ funny colors.

6. **headline / extent**

   They didn't understand the _____ of the damage until they saw the _____ that said that thousands of people had lost their homes in the storm.

7. **messenger / stripe**

   The _____ carried the notes in a bag that had a long green _____ on the side.

8. **ranch / informal**

   The owner of the _____ had an _____ meeting with his employees to talk to them about the recent problems.

9. **steering / gender**

   I couldn't tell the _____ of the person _____ the car because it was dark outside.

10. **tame / tempted**

    The trainer _____ the _____ tiger with a treat, but the animal remained in his place.

The Circus

Ben was unhappy. He lived on a **ranch** near a small town, and he didn't have many friends. Then one day a **messenger** came to the ranch. He showed the **headline** in the town newspaper. The **circus** was coming to the town. It even **coincided** with Ben's birthday!

Ben was very excited as his father **steered** the car through the town. The circus couldn't **accommodate** all the people who wanted to see the show, but Ben had a ticket.

Ben **peered** at the activity around him. He watched people of both **genders** dance all around. They wore funny costumes, and their hair was **dyed** many different colors. Also, **tame** tigers with **stripes** on their fur did tricks. Outside, people could **commission** an **informal portrait**. They **posed** in front of a funny picture while an artist quickly drew them. Ben couldn't believe it. He was happier than he had ever been before.

That day, Ben knew what he wanted to do. He loved the circus to such an **extent** that he wanted to have his own circus when he grew older. Seeing the circus was like a **dose** of medicine for him. He wasn't unhappy anymore. He felt special. He **inquired** about what he needed to do to have his own circus. He studied hard and learned about business.

Ben worked very hard, and one day, he had his own circus. It was a great circus. People told him that he could be very rich. But he wasn't **tempted** by money. He just wanted to make children happy. He knew the circus had changed his life, and he wanted to do the same thing for others.

Reading Comprehension

UNIT 22

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Ben lived on a ranch near a small town.

_____

2. ____ Ben was tempted by money when he had his own circus.

_____

3. ____ The tigers had stripes and were tame.

_____

4. ____ People with dyed hair of both genders danced all over the place.

_____

5. ____ Ben learned about the circus from a television advertisement.

_____

6. ____ Ben was commissioned to paint informal portraits of people posing in front of a funny picture.

_____

PART B **Answer the questions.**

1. Why did Ben like the circus to such an extent?
   a. He could be very rich.
   b. He inquired about getting his own circus.
   c. It made him feel special.
   d. He took a dose of special medicine.

2. What good news did the messenger bring?
   a. The circus was coming.
   b. Ice cream was free.
   c. Good weather was coming.
   d. A new movie was showing.

3. What did Ben's dad do on his birthday?
   a. He tamed tigers.
   b. He paid for Ben's portrait.
   c. He taught Ben how to drive.
   d. He steered around town looking for the circus.

4. Why wasn't Ben tempted by money?
   a. His circus wasn't very good.
   b. He was already very rich.
   c. He wanted other kids to like him.
   d. He only wanted to make people happy.

UNIT 23

Word List

Aborigine [æbəridʒəni:] *n.*

An **Aborigine** is a native of Australia before Europeans lived there.

→ *The **Aborigines** created beautiful artwork.*

ban [bæn] *v.*

To **ban** something is to not let people do it.

→ *Smoking is **banned** in this building.*

cautious [kɔ:ʃəs] *adj.*

If you are **cautious**, you are careful in a dangerous situation.

→ *Be very **cautious** as you stack those boxes.*

confess [kənfés] *v.*

To **confess** something is to say that you did it.

→ *He **confessed** that he was responsible for choosing the winning story.*

cottage [kɑ̄tidʒ] *n.*

A **cottage** is a small, old house in the countryside.

→ *My aunt lives in a pretty **cottage** in the mountains.*

daytime [dēitāim] *n.*

Daytime is the time of the day when the sky is light.

→ *I only allowed my kids to play outside in the* **daytime**.

desperate [dēspərit] *adj.*

If you are **desperate**, you will try anything to do or change something.

→ *I'm **desperate** to find a new job.*

fade [feid] *v.*

If something **fades**, it gets quieter or darker.

→ *The piece of cloth I found was old and **faded**.*

fierce [fiərs] *adj.*

If a person or animal is **fierce**, they are angry or violent.

→ *Wolves are **fierce** animals. Do not disturb them.*

gamble [gæmbəl] *v.*

To **gamble** means to play a game that involves winning or losing money.

→ *Many people like to go to casinos to **gamble**.*

lawn [lɔːn] *n.*

A **lawn** is an area covered in grass.

→ *My dad keeps the **lawn** in front of our house very neat.*

mow [mou] *v.*

To **mow** grass is to cut it to make it very short.

→ *I **mow** our lawn every weekend.*

outlaw [áutlɔː] *n.*

An **outlaw** is a criminal who hides from the police.

→ *The police passed out posters of the **outlaw** to all the people.*

prospect [práspekt] *n.*

A **prospect** is a possibility that something will happen.

→ *He wakes up every morning with the **prospect** of having a good day.*

purse [pəːrs] *n.*

A **purse** is a bag where women keep money, makeup and keys.

→ *My sister likes to buy designer **purses**.*

rod [rɔd] *n.*

A **rod** is a thin stick made of wood or metal.

→ *I bought a new fishing **rod** to use while on vacation.*

seldom [séldəm] *adv.*

If something **seldom** happens, it doesn't happen very often.

→ *It **seldom** rains in southern Arizona.*

shave [ʃeiv] *v.*

To **shave** means to cut the hairs on your face with a sharp tool.

→ *My father **shaves** his face every day because he doesn't want a beard.*

terrified [térəfàid] *adj.*

If you are **terrified**, you are extremely scared.

→ *When I saw the ghost, I was absolutely **terrified**!*

wizard [wízəːrd] *n.*

A **wizard** is a man who can do magic.

→ *The **wizard** made gold fall from the sky.*

Exercise 1

Choose the answer that best fits the question.

1. Where are the Aborigines originally from?
   a. Australia
   b. Asia
   c. South America
   d. Europe

2. If someone confesses, what do they do?
   a. Go away
   b. Make up a story
   c. Tell the truth
   d. Go back home

3. Who often shaves their faces?
   a. Children
   b. Women
   c. Babies
   d. Men

4. Which of the animals below is very fierce?
   a. A mouse
   b. A lion
   c. A rabbit
   d. A horse

5. What do you need if you want to gamble?
   a. A kitchen
   b. Money
   c. A book
   d. Special boots

6. What does it mean if you'll try anything to make a change?
   a. You are fierce.
   b. You will rob.
   c. You are desperate.
   d. You are terrified.

7. What does a person with a lot of opportunities have?
   a. Cottages
   b. Purses
   c. Prospects
   d. Lawns

8. What should a person be like if they are handling something dangerous?
   a. Cautious
   b. Mow
   c. Wizard
   d. Confess

9. What might happen to someone who doesn't follow the rules of a library?
   a. They may be sent to see an Aborigine.
   b. They may be banned from the place.
   c. They may have to mow the grass.
   d. They may only be allowed to enter during the daytime.

10. What happens to a cloth that is washed too many times?
    a. Its colors begin to fade.
    b. Its gambled.
    c. Its outlawed.
    d. Its seldom seen.

Exercise 2

Choose the word that is a better fit for each blank.

1. **cottage / Aborigine**

   The _____ lived in a large _____ that was far away from the rest of the population.

2. **prospects / outlaw**

   The old _____ sat in his hideout trying to figure out what to do. He was out of _____ and thought he should just turn himself in to the sheriff.

3. **wizard / shaved**

   The popular _____ was tired of not having any privacy. So he _____ his long beard and dyed his hair so no one would recognize him.

4. **gamble / cautious**

   Be _____ when you _____ with large amounts of money.

5. **daytime / ban**

   We decided to _____ all _____ fires because they could spread easily.

6. **lawn / faded**

   Mr. Beck's once proud _____ has been overgrown and _____ since he moved away.

7. **desperate / purse**

   The _____ thief stole the woman's _____ from the table.

8. **mow / fierce**

   I had to _____ the lawn in the old field yesterday. As I did, I uncovered a small den of _____ raccoons.

9. **terrified / confess**

   I was _____ by the thought of going to jail. So I knew that the right thing to do would be to _____ my crime to the authorities.

10. **seldom / rod**

    My grandfather _____ lets anyone to use his favorite fishing _____. But since it was my birthday, he let me use it.

Lazy Hans

Hans was lazy. He **seldom** helped his mother with anything. He didn't cook and he never **mowed** the **lawn**. He didn't even **shave**! He spent the **daytime gambling** with his mother's money. One day, his mother realized that her money was gone from her **purse**. "You're **banned** from my house!" she shouted. "Don't come back until you've learned your lesson!"

Hans went to live in the forest like an **outlaw**. But it was cold, and Hans couldn't find food. He went to a **cottage** to ask for a meal.

An **Aborigine** answered the door. "Can I stay here please?" Hans asked.

"You can stay if you work," the man replied.

Hans liked the **prospect** of food and warmth, so he agreed.

The man pointed to a field. "Take this **rod** and plant it over there. I am a **wizard**, and this magic rod will bring us food."

The field was far away. Hans knew it would be hard to walk there. So he just threw the rod behind the cottage and sat by the river. When daylight **faded**, he returned to the cottage and went to sleep.

The next morning, the old man looked very **fierce**. "You didn't take the rod to the field!" he shouted.

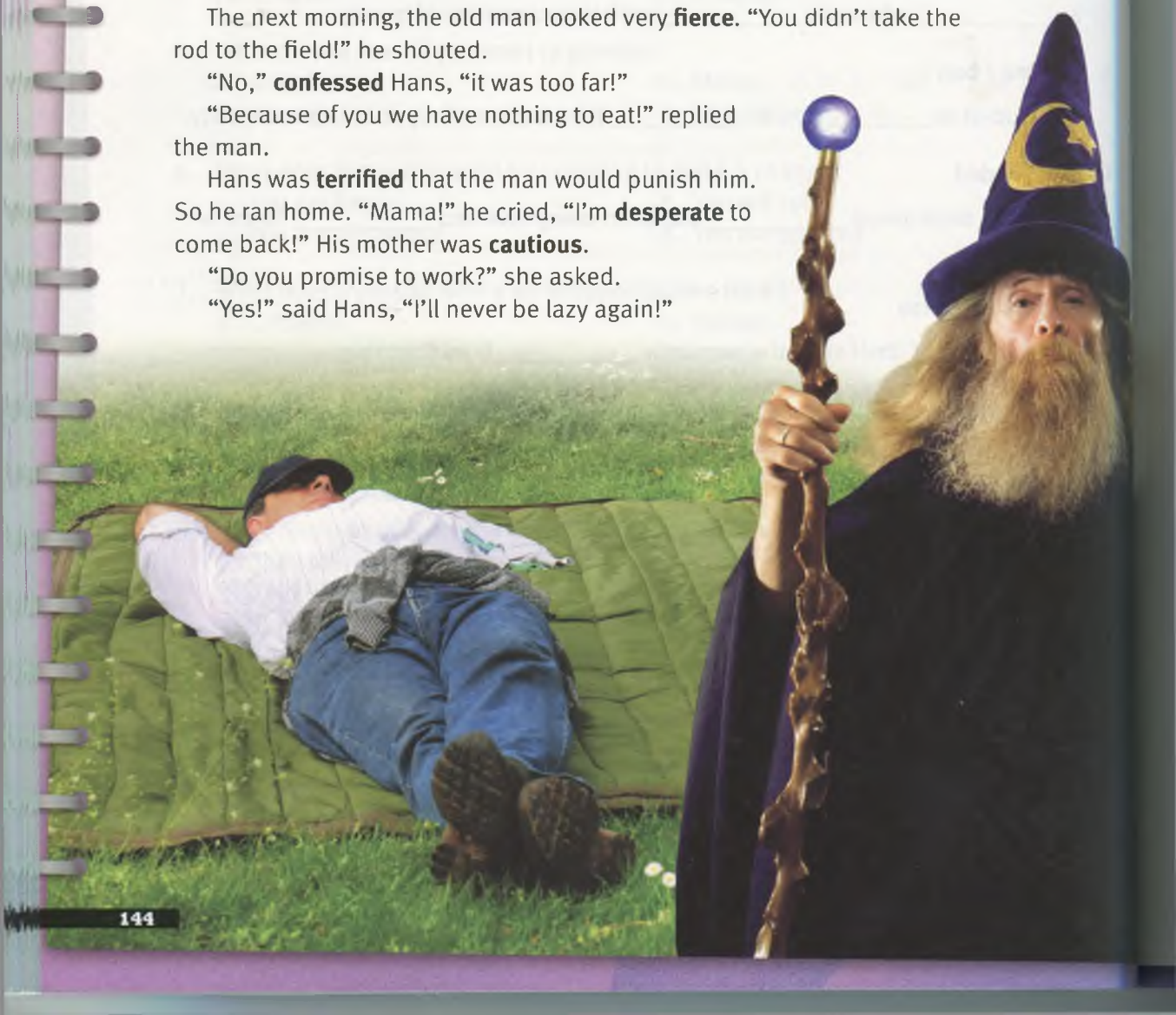
"No," **confessed** Hans, "it was too far!"

"Because of you we have nothing to eat!" replied the man.

Hans was **terrified** that the man would punish him. So he ran home. "Mama!" he cried, "I'm **desperate** to come back!" His mother was **cautious**.

"Do you promise to work?" she asked.

"Yes!" said Hans, "I'll never be lazy again!"



Reading Comprehension

UNIT 23

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Hans gambled with money from his mother's purse.

_____

2. ____ Hans went to the Aborigine's cottage because he liked the prospect of working.

_____

3. ____ The old man in the cottage was an outlaw.

_____

4. ____ When daylight faded, Hans went to sleep under a tree.

_____

5. ____ Hans didn't eat anything at the wizard's cottage.

_____

6. ____ The old man got very fierce when he realized Hans had been lazy.

_____

PART B **Answer the questions.**

1. At the beginning of the story, what did Hans do during the daytime?
   a. Gamble
   b. Shave
   c. Do domestic work
   d. Mow the lawn

2. Why did Hans's mother ban him from her house?
   a. He was lazy.
   b. He wasn't good at gambling.
   c. He couldn't farm.
   d. He didn't listen to the wizard.

3. What did Hans confess to doing?
   a. Eating all of the food
   b. Throwing the rod behind the cottage
   c. Sleeping in the field
   d. Stealing his mother's money

4. How did Hans's mother feel when Hans returned home?
   a. Desperate
   b. Terrified
   c. Fierce
   d. Cautious

UNIT 24

Word List

baggage [bægidʒ] *n.*

Baggage is the set of bags that people take with them when they travel.

→ *I'm taking several pieces of **baggage** with me on vacation.*

bulb [bʌlb] *n.*

A **bulb** is the glass part of an electric light.

→ *I had to change the light **bulb** in my bedroom.*

bundle [bʌ́ndl] *n.*

A **bundle** is a number of things that are tied together.

→ *I was shocked when he showed me a **bundle** of money.*

cattle [kætl] *n.*

Cattle are cows and bulls, especially on a farm.

→ *The rancher's **cattle** were eating the grass in the field.*

flee [fli:] *v.*

To **flee** means to run away from trouble or danger.

→ *The crowd of men tried to **flee** from the danger.*

graze [greiz] *v.*

To **graze** means to eat grass.

→ *The cows **grazed** in the field.*

greed [gri:d] *n.*

Greed is a desire to have more than the things that you need.

→ *She ate all the cookies out of her **greed**.*

herd [hə:rd] *n.*

A **herd** is a large group of the same type of animals that live together.

→ *The **herd** of cows moved slowly across the ranch.*

initiate [iníʃièit] *v.*

To **initiate** something means to start it.

→ *You have to turn the switch on to **initiate** the computer system.*

lane [lein] *n.*

A **lane** is a small road.

→ *The **lane** passes directly in front of our house.*

nerve [nə:rv] *n.*
Nerve is bravery or the belief that you can do something.
→ *He has the **nerve** to think that he can actually wrestle with a lion.*

optimist [ɔ́ptəmist] *n.*
An **optimist** is somebody who sees the good parts of a situation.
→ *Even though he has physical problems, my brother is an **optimist**.*

parade [pəréid] *n.*
A **parade** is a celebration when groups of people walk in the same direction.
→ *There were many marching bands in the spring **parade**.*

pave [peiv] *v.*
To **pave** the ground is to lay material on it to make it easier to walk or drive on.
→ *The path was **paved** with yellow bricks.*

phantom [fæntəm] *n.*
A **phantom** is a ghost or spirit.
→ *A scary **phantom** appeared from out of the darkness.*

portable [pɔ́:rtəbəl] *adj.*
Something that is **portable** is able to be moved or carried easily.
→ *Since computers are **portable**, people can use them anywhere.*

poster [póustər] *n.*
A **poster** is a written announcement that is used to advertise something.
→ *I saw a **poster** about a free concert in the park.*

scratch [skrætʃ] *v.*
To **scratch** is to make small cuts with a claw or fingernail.
→ *I used a stick to **scratch** my back.*

symphony [símfəni] *n.*
A **symphony** is a long piece of music performed by many musicians.
→ *Alex, a violin player, has always dreamt of playing a **symphony**.*

widow [widou] *n.*
A **widow** is a woman whose husband has died.
→ *The **widow** had no children and was very lonely.*

Exercise 1

PART A Choose the right word for the given definition.

1. a group of animals, such as cows
   a. graze b. a herd c. a bundle d. a poster

2. to escape from trouble or danger
   a. flee b. graze c. pave d. initiate

3. somebody who thinks that good things will happen
   a. a widow b. a phantom c. a parade d. an optimist

4. able to be moved or carried easily
   a. greed b. parade c. portable d. nerve

5. a small road
   a. a bulb b. a symphony c. a scratch d. a lane

PART B Choose the right definition for the given word.

1. baggage
   a. a group of animals b. an object used during a trip
   c. a glass object d. a celebration

2. nerve
   a. happiness b. sadness
   c. anger d. bravery

3. initiate
   a. to run away b. to start
   c. to hit d. to cut

4. graze
   a. to eat b. to want more than you need
   c. to carry d. to make nice sounds

5. phantom
   a. an animal b. a person who sees the good side of situation
   c. a ghost d. a person whose husband has died

Exercise 2

Choose the word that is a better fit for each blank.

1. **initiated / symphony**

   The band was almost ready to perform the _____. After a few moments, they _____ the thirty-minute piece.

2. **graze / cattle**

   The large field was full of grass where the animals could _____. The farmer knew his _____ would be glad to live there.

3. **optimist / nerve**

   Andy didn't have the _____ to tell his teacher that he had made a mistake. However, Kristin, an _____, thought the teacher wouldn't get angry.

4. **lane / paved**

   The man wondered if the _____ near his house would ever be _____.

5. **bundle / herd**

   A _____ of goats followed the rancher into the barn. He opened a _____ of food and fed them.

6. **greed / widow**

   The _____ told the hungry children to leave her house. She had more than enough food, but her _____ kept her from sharing.

7. **parade / posters**

   My whole class was invited to walk in the _____. We carried large _____ that had our school's name on them.

8. **bulb / portable**

   The woman bought a _____ lamp that she could take with her on trips. After a year, however, she had to buy a new _____ for the lamp.

9. **fled / phantom**

   There was a loud noise, then a large _____ came into the room. The children screamed and _____ immediately.

10. **baggage / scratched**

    He bought new _____ before the trip, but after the first time he used them, they were _____ and looked old.

The Bremen Town Musicians

Larry the cow, Harry the rooster and Lester the duck lived on a **widow**'s farm. They dreamed of playing music in a **parade**.

One day, the widow went to the lawn where her **herd** of **cattle** was **grazing**. "I'll eat him tomorrow," she said, pointing to Larry.

Larry wanted to **flee**, but he didn't have the **nerve** to go by himself. Then his friends Lester and Harry showed him a **poster**.

"It's for a parade in Bremen. We'll go with you, and we can perform our **symphony** there," Lester said.

The animals put together a small **bundle** that held a drum, a flute and a **portable** microphone. Then they took their **baggage** and **initiated** their long journey.

They walked down a **paved lane** all day. That night, they looked in the window of a house. They saw a group of thieves. They were eating a large dinner and telling stories about their **greed** and the people they stole from.

Lester was an **optimist**. He said, "I think we can scare them away!"

Soon, the animals came up with a plan. Harry flew inside and knocked over the lamp. "What was that?" screamed a thief as the **bulb** broke. They could barely see now.

Then Larry stood on two feet, and Lester flew to the top of his head. They looked very big. All three of the animals made scary noises. The thieves tried to hit the animals. But Harry flew over them and **scratched** them.

"It's a **phantom**!" yelled one thief.

The thieves ran away. The animals ate and rested. The next morning, Larry said, "Why go to Bremen? We can stay here and make music!" And so they remained there and were quite happy.

Reading Comprehension

UNIT 24

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Larry, Harry and Lester were cattle on the widow Riley's farm.

_____

2. ____ The animals fled because the widow wanted to kill the herd.

_____

3. ____ Larry, Harry and Lester wanted to go to Bremen to perform in a parade.

_____

4. ____ The animals initiated the journey with only a portable microphone and a drum in a bundle.

_____

5. ____ Larry was an optimist.

_____

6. ____ Harry scratched the bulb to break it.

_____

PART B Answer the questions.

1. Where did the cattle graze at the beginning of the story?
   a. In an old house
   b. On a lawn
   c. On the paved lane
   d. At a parade

2. How did Larry, Harry and Lester find out about the parade?
   a. From an invitation letter
   b. From the widow Riley
   c. From a poster
   d. From the other animals

3. What were the greedy thieves doing when the animals arrived at the house?
   a. Stealing things from the house
   b. Eating a large dinner
   c. Planning to steal from the widow
   d. Packing their baggage

4. What did the animals pretend to be in order to scare the thieves away?
   a. Phantoms
   b. The police
   c. The owners of the house
   d. Thieves

UNIT 25

Word List

circulate [sə́:rkjəlèit] *v.*

To **circulate** something is to spread it quickly.

→ *The fan helped to **circulate** cool air through the room.*

consequent [kánsikwènt] *adj.*

Consequent means happening because of a different situation.

→ *Her **consequent** rash came after she touched the poison ivy.*

derive [diráiv] *v.*

To **derive** something from another source means to get it from that thing.

→ *Red's nickname was **derived** from the color of her hair.*

drown [draun] *v.*

To **drown** is to die from not being able to breathe underwater.

→ *He would have **drowned** if the sailors would not have rescued him.*

dynasty [dáinəsti] *n.*

A **dynasty** is a series of rulers who are all from the same family.

→ *The ancient Egyptians had a **dynasty** that lasted for many years.*

fraction [frǽkʃən] *n.*

A **fraction** is a small part of something.

→ *Only a **fraction** of the cake was gone.*

frost [frɔ:st] *n.*

Frost is a white layer of ice that forms during very cold weather.

→ *In the morning, the trees were all covered with **frost**.*

illusion [ilú:ʒən] *n.*

An **illusion** is something that looks real, but doesn't actually exist.

→ *Some pictures create an **illusion** for the eyes.*

invade [invéid] *v.*

To **invade** is to take over a place by force.

→ *The enemy forces tried to **invade** our country through the air.*

lieutenant [lu:ténənt] *n.*

A **lieutenant** is a rank in the military or police, or a person with that rank.

→ *The **lieutenant** was a good leader, and his soldiers respected him.*

marine [məríːn] *adj.*

The word **marine** describes something related to the sea.

→ *A healthy ocean is full of **marine** animals.*

merit [mérit] *n.*

The **merit** of something or someone is their good qualities.

→ *The actor received an award for his **merits** in the movie.*

navy [néivi] *n.*

A **navy** is the part of a country's military that fights at sea.

→ *My country is known for our strong **navy**.*

polar [póulər] *adj.*

Polar relates to the cold places on Earth's north and south ends.

→ *Only a few people live in the Earth's northern **polar** region.*

ray [rei] *n.*

A **ray** is a line of light that comes from a bright object.

→ *The sun's warm **rays** covered the beach.*

resign [rizáin] *v.*

To **resign** means to quit a job.

→ *After I officially **resigned** from work, I said goodbye to my boss.*

suicide [súːəsàid] *n.*

Suicide is the act of killing oneself.

→ *Some people feel so sad that they think **suicide** is the only answer.*

tremble [trémbəl] *v.*

To **tremble** is to shake as a result of cold weather.

→ *Harry was not used to the cold, so he **trembled** most of the day.*

underlying [ʌ̀ndərláiiŋ] *adj.*

When something is **underlying**, it is a hidden cause of something else.

→ *Her **underlying** fear of flying reduced her traveling options.*

via [víːə] *prep.*

To travel **via** something means to travel through or using something.

→ *We arrived in the city from the airport **via** the train.*

Exercise 1

PART A Choose the right word for the given definition.

1. relates to the cold places on Earth
   a. polar b. marine c. frost d. underlying

2. a small part of something
   a. fraction b. merit c. ray d. dynasty

3. something that appears real but is not
   a. resign b. circulate c. derive d. illusion

4. to get from another source
   a. frost b. illusion c. derive d. invade

5. to die in the water from lack of air
   a. via b. drown c. suicide d. underlying

PART B Choose the right definition for the given word.

1. invade
   a. to come from
   b. to kill oneself
   c. to take over another country
   d. to happen because of something else

2. dynasty
   a. thin layer of ice
   b. a group of rulers from the same family
   c. a person that knows about the sea
   d. very cold

3. merit
   a. a low ranking officer
   b. a good quality
   c. a part of a whole
   d. a hidden problem

4. resign
   a. to quit
   b. to die underwater
   c. to shake
   d. to move from place to place

5. ray
   a. a way to get through
   b. something that seems to be something else
   c. a group of soldiers at sea
   d. a line of light

Exercise 2

Circle two words in each group that are related.

1.	a. tremble	b. circulate	c. ray	d. frost
2.	a. dynasty	b. marine	c. navy	d. merit
3.	a. lieutenant	b. derive	c. polar	d. invade
4.	a. consequent	b. underlying	c. fraction	d. resign
5.	a. illusion	b. suicide	c. via	d. drown

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. We only require that you donate a small portion of your weekly earnings to our cause.
   _____
2. The massive empire that involved one family ruled for over 2,000 years.
   _____
3. The thin lines of sunlight warmed the small room and made it comfortable.
   _____
4. The unreal situation fooled many people into thinking that it was real.
   _____
5. Josie arrived by use of the subway.
   _____
6. The scent of her perfume passed quickly from person to person through the room.
   _____
7. After hearing about the new policy, Mitch was so upset that he quit his position.
   _____
8. The thin layer of ice covered the ground and the windows.
   _____
9. The kitten shook uncontrollably from being cold and wet.
   _____
10. I was a low ranking officer after graduating from the military academy.
    _____

How Did Greenland Get Its Name?

The nation of Greenland isn't very green. The sun's **rays** don't shine there for three whole months. As a result, it's covered with snow, ice and **frost**. Then how was the name **derived**? It started with a Viking named Erik the Red. Erik had many **merits**. However, there was an **underlying** problem . . . he got angry easily. People were scared of him. However, he was married to the niece of a very powerful man. So everybody tried to be nice to him.

One day, Erik fought with his neighbor and killed him. His **consequent** punishment was to leave Iceland.

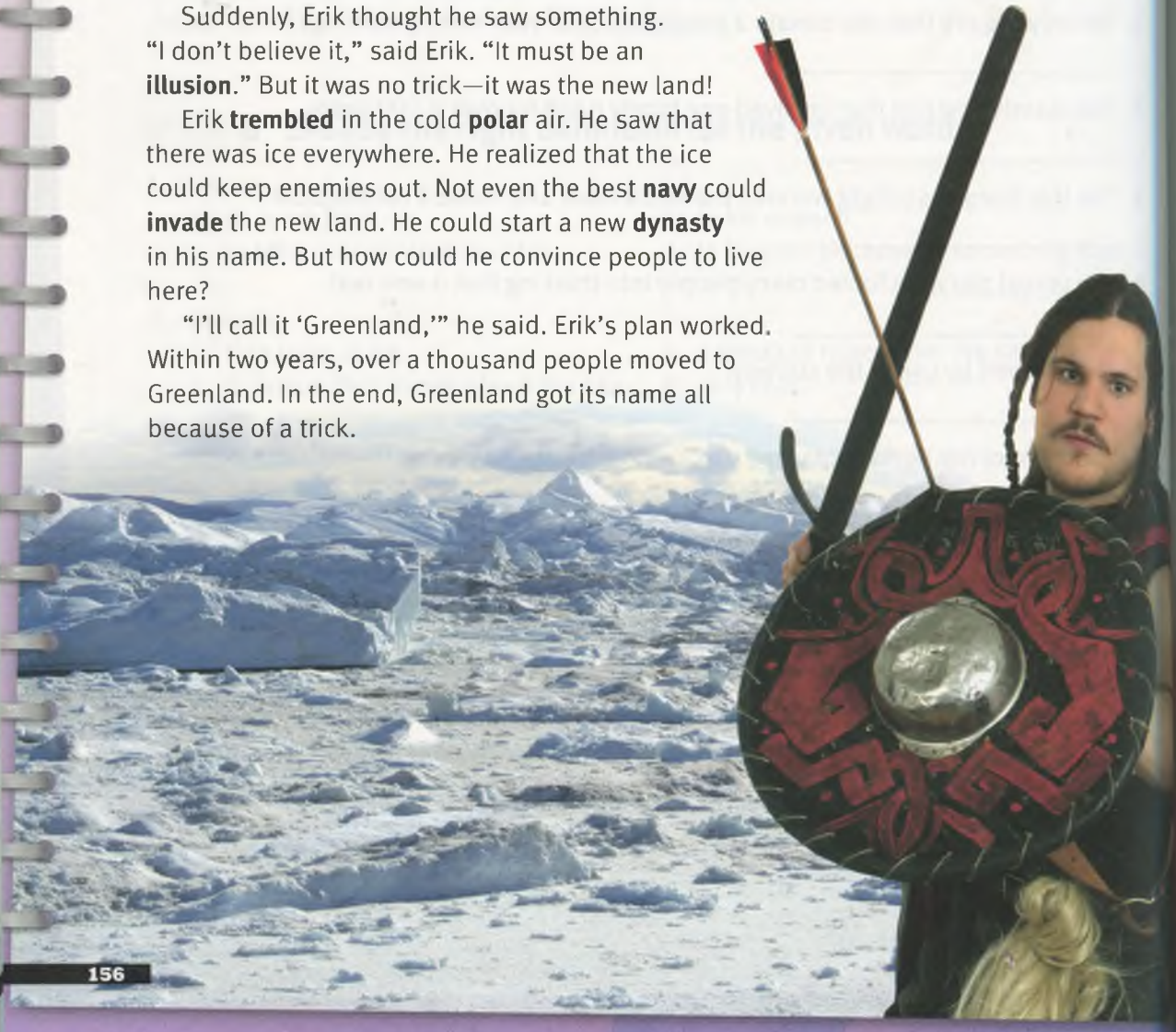
Many stories **circulated** about a land west of Iceland. But only a **fraction** of the people in Iceland believed them. Still, Erik wanted to find it.

Erik sailed toward the land **via** the Atlantic Ocean. His **marine** knowledge was good, but the trip was hard. Some of his men **drowned**. Erik's **lieutenant** wanted to **resign** from his position. Others thought about committing **suicide**.

Suddenly, Erik thought he saw something. "I don't believe it," said Erik. "It must be an **illusion**." But it was no trick—it was the new land!

Erik **trembled** in the cold **polar** air. He saw that there was ice everywhere. He realized that the ice could keep enemies out. Not even the best **navy** could **invade** the new land. He could start a new **dynasty** in his name. But how could he convince people to live here?

"I'll call it 'Greenland,'" he said. Erik's plan worked. Within two years, over a thousand people moved to Greenland. In the end, Greenland got its name all because of a trick.



Reading Comprehension

UNIT 25

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The sun's rays don't ever shine on Greenland.

   _____

2. ____ Erik the Red wanted to start a dynasty in his name in Iceland.

   _____

3. ____ Erik the Red's consequent punishment for killing his neighbor was to leave Iceland for Denmark.

   _____

4. ____ Erik's lieutenant thought about resigning.

   _____

5. ____ The ice around Greenland protected it from being invaded by navies.

   _____

6. ____ Greenland's name was derived from Erik's favorite color.

   _____

PART B **Answer the questions.**

1. According to the story, what was Erik's underlying problem?
   a. He traveled via ship.
   b. He had many merits.
   c. He got angry easily.
   d. He circulated stories that weren't true.

2. All of the following happened to people on Erik's ship EXCEPT _____.
   a. they wanted to resign
   b. they found gold
   c. they drowned
   d. they thought about suicide

3. What did Erik think he was looking at when he first saw Greenland?
   a. A fraction
   b. An illusion
   c. Frost
   d. A marine bird

4. Why did Erik want to bring more people to Greenland?
   a. To help them grow food
   b. So he could set up a dynasty
   c. To explore more land
   d. To protect them from the Vikings

UNIT 26

Word List

alter [ɔ́:ltər] *v.*

To **alter** something means to make a small change to it.

→ *I **altered** the color of my nails to match my hair.*

aside [əsáid] *adv.*

If someone stands **aside**, they are on or to one side.

→ *The man stood **aside** and opened the door for me.*

autumn [ɔ́:təm] *n.*

Autumn is the season of the year between summer and winter.

→ *I love when the leaves fall in **autumn** because I can play in them.*

blend [blend] *v.*

To **blend** is to mix two or more things together so that they become one thing.

→ *My wife **blended** together all of the ingredients to make a delicious stew.*

collapse [kəlǽps] *v.*

To **collapse** is to fall down suddenly.

→ *The tree **collapsed** right in front of our house.*

crush [krʌʃ] *v.*

To **crush** something is to press it together so its shape is destroyed.

→ *Selena's new car was **crushed** when something fell on top of it.*

curve [kə:rv] *v.*

To **curve** is to move in a line that bends and does not go straight.

→ *The road **curves** to the left and to the right.*

disgusting [disgʌ́stiŋ] *adj.*

If something is **disgusting**, it is very unpleasant.

→ *After running all day, Greg's feet had a **disgusting** odor.*

drain [drein] *n.*

A **drain** is a pipe that carries away water from a building, such as in a kitchen.

→ *The water in the sink goes down the **drain** as you wash your hands.*

embrace [imbréis] *v.*

To **embrace** is to hug.

→ *When they saw each other again, the happy couple **embraced**.*

envy [énvi] *v.*

To **envy** someone is to wish that you had something that they have.

→ *Sally **envied** the happy couple.*

fireworks [fάiərwə̀:rks] *n.*

Fireworks are objects that create colored lights when they are lit.

→ *The display of **fireworks** was so beautiful.*

flour [flauər] *n.*

Flour is a powder made from plants that is used to make foods like bread.

→ *I wanted to bake a pie, but I needed **flour**.*

fuse [fju:z] *n.*

A **fuse** is a string that you light on fireworks to make them explode.

→ *The boy lit the **fuse** on the rocket and waited for it to burst in the sky.*

ginger [dʒíndʒər] *n.*

Ginger is a spice from the root of a plant. It tastes spicy and sweet.

→ ***Ginger** is a common ingredient in many dishes from India.*

jealous [dʒéləs] *adj.*

If you are **jealous**, you think someone might take something from you.

→ *Miriam was **jealous** because Sue was paying too much attention to Jim.*

paste [peist] *n.*

A **paste** is a thick and smooth substance.

→ *My son needed some **paste** for a school project.*

receipt [risí:t] *n.*

A **receipt** is a paper that proves that something was received or bought.

→ *After looking at my **receipt**, I realized that I had spent too much money.*

wipe [waip] *v.*

To **wipe** something is to slide a piece of cloth over it to clean it.

→ *She **wiped** the dust from the windows.*

wire [waiə:r] *n.*

A **wire** is a thin string made out of metal.

→ *The **wires** were connected to towers that brought electricity to the city.*

Exercise 1

Circle two words that are related in the group.

1.	a. collapse	b. alter	c. wire	d. crush
2.	a. disgusting	b. envy	c. jealous	d. wipe
3.	a. ginger	b. autumn	c. receipt	d. flour
4.	a. fuse	b. curve	c. fireworks	d. drain
5.	a. aside	b. paste	c. blend	d. embrace

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The mixture was a funny color and looked very unpleasant.

_____

2. After the house fell down suddenly, the family built a new home somewhere else.

_____

3. When the boy spilled his milk, his mother rubbed a cloth over it.

_____

4. The bird moved in a line that was not straight through the sky.

_____

5. The mother hugged the crying child to make her feel better.

_____

6. The farmer's food was usually ready in the season before winter.

_____

7. The metal string was in between the two poles.

_____

8. She made small changes to her drawing before giving it to her friend.

_____

9. The pipe that carries water away was clogged with hair.

_____

10. I asked the taxi driver to give me a document that proved how much I paid.

_____

Exercise 3

Choose the word that is a better fit for each blank.

1. **collapsed / altered**

   The roof of the old house hadn't been _____ since it was built. Since it wasn't cared for, it eventually _____.

2. **blend / ginger**

   The recipe says to use two tablespoons of fresh _____. Then _____ all of the ingredients together and put it over the meat.

3. **envied / autumn**

   Last _____, my neighbor's parents gave him a toy rocket to put together. I _____ him because I've always wanted one for myself.

4. **aside / wires**

   The family stood _____ as the father tried to fix the car. He was sure that he just needed to fix the _____ on it.

5. **crushed / receipt**

   On my way home, I accidentally _____ the carton of eggs. The store let me exchange them since I had my _____.

6. **fuse/ fireworks**

   At the end of the festival, there were supposed to be _____. However, they didn't work because something had damaged the _____.

7. **paste / wiped**

   Annie bought a type of paint that was a thick _____. It was easy to use, and when she was done, she _____ it up with an old cloth.

8. **curved / embraced**

   The player hit the ball and it _____ through the field without anybody touching it. As a result, the team won the game and _____ each other in happiness.

9. **disgusting / jealous**

   The girl wasn't _____ of her brother's new friend. All they did was talk about _____ things like frogs and snakes.

10. **flour / drain**

    Megan didn't use enough _____ when making pancakes. As a result, she poured the mixture down the _____ and tried again.

Everyone is Special

When I was young, everything that went wrong in my house seemed to be my fault. Once, my brothers tried to make cookies. They **blended flour** and **ginger** and made a **disgusting paste**. Then they tried to wash it down the **drain**, but it got all over the floor. Later, my brothers said that I did it and I had to **wipe** it up.

I worried that my parents liked them more than me. One **autumn** day, I was sure I would make my parents proud. I bought a model rocket. After I put it together, I invited everybody to watch it. I wanted my brothers to **envy** my technical knowledge. I lit the **fuse**, but nothing happened.

"Looks like your **fireworks** don't work. I hope you kept the **receipt** so you can return them," my brother said.

"It's not fireworks!" I screamed. They were making fun of me again.

I didn't know what went wrong. I hadn't **altered** anything. I quickly moved the **wires** on the bottom, hoping that would help. Suddenly, the rocket flew up. We stood **aside** as it **curved** through the lawn and ran straight into the mailbox. Then the mailbox **collapsed**. The rocket was **crushed**.

Embarrassed, I ran inside and hid. A few minutes later, my mom asked, "Are you OK?"

"I just wanted them to be **jealous** of me for once. Now I see why you and Dad don't love me as much as them," I said.

"That's not true!" said my mom. "See my fingers . . . each one is different. You kids are like my fingers: all are different, but I love them all the same."

I **embraced** her. Now I know that my parents love me just as much as my brothers.

Reading Comprehension

UNIT 26

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The brothers blended flour and ginger together when trying to make a disgusting paste.

_____

2. ____ The family stood aside on an autumn day to watch the girl launch her rocket.

_____

3. ____ The model rocket worked after the fuse was altered.

_____

4. ____ The mailbox is crushed because the rocket curves into it.

_____

5. ____ The girl wanted her brothers to be jealous of her.

_____

6. ____ The mother embraces the girl and says she doesn't love any of her children more than the others.

_____

PART B Answer the questions.

1. All of the following happened when the brothers tried to cook EXCEPT _____.
   a. they wiped up the mess
   b. they tried to put the paste down the drain
   c. they blended ginger and flour
   d. they got the floor dirty

2. The girl thought that putting together the model rocket proved her _____.
   a. computer skills
   b. technical knowledge
   c. experience working with wires
   d. disgust of fireworks

3. Why does her brother say that he hopes she kept the receipt?
   a. He envies her rocket.
   b. He wants to buy her a new rocket.
   c. He wants her to save money.
   d. He thinks she should return the rocket.

4. The mother tells the girl that her children are like her fingers because _____.
   a. some are larger than others
   b. they all are small
   c. some are more important
   d. they all are different but loved

UNIT 27

Word List

acknowledge [əknɑ́lidʒ] *v.*

If you **acknowledge** something, you accept that it is true or that it exists.

→ *The teacher **acknowledged** that the young student was hungry.*

ambassador [æmbǽsədər] *n.*

An **ambassador** is a government worker who works in another country.

→ *The **ambassador** from Korea was in charge of the conference.*

blonde [blɑnd] *n.*

If someone is a **blonde**, they have light-colored hair.

→ *My cousin is different from me. She is a **blonde** with blue eyes.*

conquer [kɑ́ŋkər] *v.*

To **conquer** a country means to attack and take control of it.

→ *The soldiers were trying to **conquer** the world.*

drag [dræg] *v.*

To **drag** something means to pull it across the ground.

→ *The dog was **dragging** his owner down the street.*

exaggerate [igzǽdʒərèit] *v.*

To **exaggerate** is to say that something is bigger or better than it really is.

→ *Jimmy wasn't **exaggerating** about the seriousness of his injury.*

heritage [hérətidʒ] *n.*

Heritage is the collection of features of a society, such as language and religi

→ *Teepees are part of the **heritage** of the American Indians of the plains.*

insult [insʌ́lt] *v.*

To **insult** someone is to say things that will hurt their feelings.

→ *The girls **insulted** each other all afternoon.*

meanwhile [mí:nhwàil] *adv.*

Meanwhile means until something happens or while something is happening.

→ *He wants to be a doctor in the future, but **meanwhile**, he works a regular job*

necklace [nékləs] *n.*

A **necklace** is a piece of jewelry that people wear around their necks.

→ *Joyce received a lovely pearl **necklace** for her wedding anniversary.*

noble [nóubəl] *n.*

A **noble** is a rich and powerful person.

→ *The Queen invited a **noble** from a nearby country to dinner.*

precious [préʃəs] *adj.*

When something is **precious**, it is valuable and important.

→ *In a desert, water can be more **precious** than money.*

prejudice [prédʒudis] *n.*

A **prejudice** is an unfair opinion about someone before you get to know them.

→ *The company's rules against gender **prejudice** must be enforced.*

rumor [rú:mə:r] *n.*

A **rumor** is a story that may not be true.

→ *Carla was spreading **rumors** around the office.*

sin [sin] *n.*

A **sin** is something that is wrong for religious reasons.

→ *Taking something that doesn't belong to you is a **sin**.*

spectacle [spéktəkəl] *n.*

A **spectacle** is an amazing sight.

→ *Niagara Falls is quite a **spectacle**.*

stack [stæk] *n.*

A **stack** is a pile of different things.

→ *There was a **stack** of paperwork on his desk to complete.*

suspicious [səspíʃəs] *adj.*

If someone is **suspicious** of someone else, they do not trust that person.

→ *Dad was **suspicious** of the caller on the line.*

tin [tin] *n.*

Tin is a cheap white metal.

→ *Soup is a common food that is often sold in **tin** cans.*

vase [veis] *n.*

A **vase** is an attractive container where people keep flowers.

→ *The **vase** was filled with such lovely flowers.*

Exercise 1

PART A Choose the right word for the given definition.

1. something you keep flowers in
   a. vase b. stack c. tin d. spectacle

2. to say something is better than it really is
   a. exaggerate b. drag c. heritage d. insult

3. a rich and important person
   a. ambassador b. noble c. necklace d. prejudice

4. having light, yellow-colored hair
   a. suspicious b. blonde c. rumor d. conquer

5. not trusting of someone
   a. suspicious b. meanwhile c. acknowledge d. precious

PART B Choose the right definition for the given word.

1. heritage
   a. features of a society
   b. to put into something else
   c. a government worker
   d. a rich and powerful person

2. spectacle
   a. an amazing sight
   b. to take something
   c. something that is wrong
   d. a piece of jewelry

3. drag
   a. to attack
   b. very important
   c. not trusting
   d. to pull something

4. sin
   a. something wrong for religious reasons
   b. the traditions of a country
   c. a place to keep flowers
   d. an official working in a foreign country

5. tin
   a. a color of hair
   b. to say mean things
   c. a cheap metal
   d. to control a country

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The police waited for the criminals. While this was happening, the criminals were entering the building through the back door.

   _____

2. The person who works for the government is from the UK but works in China.

   _____

3. The piece of jewelry worn around the neck was made of pure gold.

   _____

4. I admit that I was wrong in that situation.

   _____

5. Don't say unkind things to your little sister!

   _____

6. Alexander the Great attacked and took control over many countries in Africa and Asia.

   _____

7. She admired the very valuable ring that her mother wore.

   _____

8. Would you please place one on top of the other the boxes?

   _____

9. You shouldn't spread things that may not be true about people.

   _____

10. Some visitors to foreign countries experience unfair judgment, but most have pleasant experiences.

    _____

Pizarro and the Inca Gold

According to **rumors**, there's lots of **precious** gold hidden in the jungles of Peru. It got there when the Spanish **conquered** parts of South America. The Spanish **noble**, Francisco Pizarro, arrived in Peru in the 1500s. He found a group of people called the Incas. The Incas believed that their leader, Atahualpa, was both a king and a god. But Pizarro didn't agree.

"It is a **sin** for a man to think he is God!" he said to Atahualpa.

Atahualpa thought Pizarro was **insulting** his **heritage**. He thought the **blonde** Spanish men held **prejudices** against the Incas. But Atahualpa was a kind man and didn't want to fight the Spaniards. He said, "If I give you a room full of gold, will you leave my country in peace?"

Pizarro was **suspicious**. He thought Atahualpa was **exaggerating**. But a few days later, Pizarro returned to the Inca palace with his **ambassadors**. He saw a room filled with **stacks** of gold. There were golden **necklaces**, cups, plates and **vases**. It was a great **spectacle**. He **acknowledged** that Atahualpa had told the truth. But after seeing the gold, he wanted all of Peru's gold. So he didn't leave the country.

The Spanish soldiers stayed in Peru and grabbed all the gold they could find. But the Inca people tricked the Spaniards. They mixed the gold with **tin** so that it was poor quality. They gave this gold to the Spaniards. **Meanwhile**, they hid the good gold. They stuffed it into sacks and **dragged** it deep into the jungle. The Spanish conquerors never found the gold. People think it is still there today.

Reading Comprehension

DAY 27

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Pizarro acknowledged that Atahualpa was honest.

_____

2. ____ The Incas of Peru had blonde hair.

_____

3. ____ Atahualpa offered Pizarro a room filled with stacks of precious gold.

_____

4. ____ The Spanish conquered parts of South America.

_____

5. ____ Pizarro thought that Atahualpa had insulted his heritage and that his men held prejudices against the Incas.

_____

6. ____ Pizarro agreed that Atahualpa was both a god and a king.

_____

PART B **Answer the questions.**

1. Which of the following did NOT appear in the room with gold?
   a. Pieces of tin
   b. Necklaces
   c. Vases
   d. Cups

2. Which adjective describes Pizarro?
   a. Noble
   b. Gentle
   c. Suspicious
   d. Sensitive

3. What do the rumors say?
   a. Pizarro defeated the Incas easily.
   b. There is a lot of gold in the Peruvian jungle.
   c. The Incas discovered the Spanish.
   d. The Spanish arrived in Peru in the 1500s.

4. Who went to the room of gold with Pizarro?
   a. The King of Spain
   b. Spanish ambassadors
   c. Men from the jungle
   d. Tin makers

UNIT 28

Word List

ache [eik] *v.*

If something **aches**, it hurts.

→ *Mindy's head **ached** because she bumped it against the wall.*

arctic [ɑ́:rktik] *adj.*

If something is **arctic**, it is from far north near the North Pole.

→ *It is cold when the **arctic** winds blow.*

canal [kənǽl] *n.*

A **canal** is a path for water to travel through.

→ *The city of Venice, Italy, has many **canals**.*

chemist [kémist] *n.*

A **chemist** is a scientist who works with chemicals.

→ *My mother is a successful **chemist** who helps invent new products.*

chill [tʃil] *n.*

A **chill** is a feeling of cold.

→ *The **chill** from the cold wind made Bill shiver.*

congress [kɑ́ŋgris] *n.*

Congress is a group of leaders in a government.

→ ***Congress** makes laws for people to follow.*

dairy [dɛ́əri] *adj.*

If something is **dairy**, it is made from milk.

→ *Things like milk and cheese are **dairy** foods.*

descend [disénd] *v.*

To **descend** is to go downward.

→ *I **descended** the stairs to get out of the building.*

grocer [gróusər] *n.*

A **grocer** is a person who sells food.

→ *Our **grocer**, Mr. Smith, is a very kind man.*

hesitate [hézətèit] *v.*

To **hesitate** is to wait for a short time before doing something.

→ *He **hesitated** for a moment before he decided which choice to make.*

institution [instətjúːʃən] *n.*

An **institution** is an organization that works to help a city or group of people.

→ *Banks are vital **institutions** that businesses and people use every day.*

jog [dʒɔg] *v.*

To **jog** is to run slowly.

→ *He **jogs** every day so he can be healthier.*

merchant [məːrtʃənt] *n.*

A **merchant** is a person who sells things.

→ *The **merchant** was selling used cars.*

poke [pouk] *v.*

To **poke** something is to push it with your finger.

→ *I **poked** my finger on a thumb tack.*

postpone [poustpóun] *v.*

To **postpone** something is to make it happen later than planned.

→ *They **postponed** the meeting until Elena arrived.*

splash [splæʃ] *v.*

When a liquid **splashes**, it bursts and hits something.

→ *Some green paint **splashed** upon the floor.*

stubborn [stʌ́bəːrn] *adj.*

If people are **stubborn**, they don't change their minds easily.

→ *Both of my parents are **stubborn**. They never give in to each other.*

suburb [sʌ́bəːrb] *n.*

A **suburb** is a small part of a large city.

→ *I grew up in the **suburbs** only a few minutes outside of the city.*

tide [taid] *n.*

The **tide** is the level of the water in the sea.

→ *The **tide** continued to crawl upon the beach little by little.*

tragedy [trædʒədi] *n.*

A **tragedy** is a very sad event.

→ *It was a **tragedy** when his house was struck by lightning and burned.*

Exercise 1

PART A Choose the right word for the given definition.

1. very cold
   a. arctic b. grocer c. canal d. tide

2. a person who sells things
   a. dairy b. merchant c. stubborn d. congress

3. something very bad
   a. chemist b. chill c. tragedy d. tide

4. to go down
   a. hesitate b. descend c. institution d. splash

5. to run
   a. postpone b. suburb c. poke d. jog

PART B Choose the right definition for the given word.

1. hesitate
   a. an organization b. to feel pain
   c. to wait for a moment d. to make something happen later

2. canal
   a. to go down b. a path for water
   c. things made from milk d. a small city

3. chill
   a. a group of leaders b. a feeling of cold
   c. a person who sells food d. to run

4. stubborn
   a. a very bad thing b. a person who sells things
   c. when water hits something d. not changing your mind

5. poke
   a. to make something later b. the level of the sea
   c. to push with your finger d. a scientist

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The party was planned for tonight, but it was moved to a later time.

   _____

2. I was recently elected to the group of people who make laws in a government.

   _____

3. My grandfather was a person who sold food.

   _____

4. The hospital is an important organization in the town.

   _____

5. The scientist who works with chemicals created a new formula for health.

   _____

6. The foods made from milk section is in the back of the supermarket.

   _____

7. Don't burst the water inside the tub.

   _____

8. She lives in the small parts of the large city.

   _____

9. The level of the water in the sea rises and falls every day.

   _____

10. It hurts in my lower back.

    _____

The Boy Who Saved the Town

Marcus lived in a small **suburb** near the sea. He was a **stubborn** boy, and he only cared about himself. His father worked as a **chemist** for an **institution** and wanted Marcus to get a job there. Instead, the boy delivered milk. Each morning he took **dairy** products to the **grocers**.

One day, Marcus was **jogging** down the street with a gallon of milk to give to a **merchant**. He didn't want to be late. He ran down a path beside a large **canal**. A wall there kept water from coming into the town during high **tide**. But Marcus saw a small hole in the wall. Marcus knew that if the wall broke, it would be a **tragedy** for the town.

At first, he **hesitated**. He had to choose between helping himself and helping the town. There was only one way to save the town. It seemed crazy to him, but it was the only thing he could do. He **poked** his finger into the hole. This didn't fix the problem forever, but it did **postpone** the tragedy.

His finger **ached**. He felt the **chill** of the **arctic** water as it **splashed** him. There was no one else around. He knew he had to wait until the tide **descended**. It was very difficult, but Marcus stayed there and saved the town.

Once the tide had descended, Marcus told everyone what happened. A group of people went to the wall. They saw the hole and fixed it. Everyone was very happy with Marcus. The local **congress** even gave him a gift for saving the town. He was a hero.

Reading Comprehension

UNIT 28

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Marcus only postponed the tragedy for a short time.

_____

2. ____ The chill of the arctic water made Marcus take his finger out of the wall.

_____

3. ____ Marcus worked in an institution with his father.

_____

4. ____ In the end, everyone was very angry with Marcus.

_____

5. ____ Marcus didn't want to be late taking the milk to the merchant.

_____

6. ____ Marcus ran down a path by a canal.

_____

PART B **Answer the questions.**

1. Why was Marcus jogging down the street with a gallon of milk?
   a. He liked to run beside a large canal.
   b. He had to give it to the grocer soon.
   c. He was a stubborn boy.
   d. He had to make it home before the tide descended.

2. Why did Marcus hesitate to poke his finger into the wall?
   a. He didn't know who to save, himself or the town.
   b. He didn't want to get in trouble.
   c. He didn't want a gift from congress.
   d. The arctic water was so cold.

3. What was Marcus's job?
   a. He was a chemist.
   b. He was a grocer in the suburb.
   c. He did things to help the town.
   d. He took dairy products to merchants in town.

4. Why did Marcus's finger ache?
   a. He was very stubborn.
   b. The hole was very small.
   c. The water was very cold.
   d. He knew he would be in trouble.

UNIT 29

Word List

bomb [bɑm] *n.*

A **bomb** is an object that explodes and destroys large areas.

→ *The **bomb** will destroy anything that is near.*

certificate [sərtífəkit] *n.*

A **certificate** is a document that says that something is true or happened.

→ *I was given a **certificate** after completing the computer course.*

circumstance [sə́:rkəmstæns] *n.*

A **circumstance** is an event that makes a situation what it is.

→ *There were many **circumstances** behind their success like hard work.*

coffin [kɔ́:fin] *n.*

A **coffin** is a box used to bury dead people.

→ *When a person passes away, they are usually buried inside of a **coffin**.*

cope [koup] *v.*

To **cope** with a difficult or stressful situation means to deal with it.

→ *He **copes** with work stress by exercising three or four times a week.*

criticism [krítisìzəm] *n.*

Criticism is the act of saying that you don't like or approve of something.

→ *She had a lot of **criticism** about their new plan.*

devastate [dévəstèit] *v.*

To **devastate** something means to completely destroy it.

→ *The entire wall was **devastated**.*

frown [fraun] *v.*

To **frown** is to make an unhappy look with your face.

→ *Melissa **frowned** when she found out that the party had been cancelled.*

gaze [geiz] *v.*

To **gaze** at something means to look at it for a long time.

→ *We used a telescope to **gaze** at the stars for over an hour.*

glance [glæns] *v.*

To **glance** at something means to look at it quickly.

→ *She **glanced** behind her to see if he was looking at her.*

grief [gri:f] *n.*

Grief is the feeling of deep sadness, usually when a person dies.

→ *The **grief** caused by losing her parents was very difficult for her.*

groom [gru(:)m] *n.*

A **groom** is a man who is going to be married.

→ *The **groom** looked happy as he walked with his new wife.*

license [laisəns] *n.*

A **license** is an official document that gives one permission to do something.

→ *In the United States you need a driver's **license** to drive legally.*

microscope [maikrəskoup] *n.*

A **microscope** is a device that makes small objects look bigger.

→ *Germs cannot be seen without a **microscope**.*

nuclear [nju:kliə:r] *adj.*

When something is **nuclear**, it relates to the division or joining of atoms.

→ ***Nuclear** power plants provide inexpensive energy to cities.*

portray [po:rtrei] *v.*

To **portray** something means to describe it or show it in a picture.

→ *Her picture **portrayed** the house she grew up in when she was little.*

rotate [routeit] *v.*

To **rotate** something means to turn it around in a circle.

→ *An airplane's propellers **rotate** quickly to help it fly.*

souvenir [su:vəniə:r] *n.*

A **souvenir** is something you buy to remind you of a place or event.

→ *I bought a Russian doll as a **souvenir** from my trip to Moscow.*

submarine [sʌbməri:n] *n.*

A **submarine** is a boat that can go underwater for long periods of time.

→ *The **submarine** dove under the sea so the enemy couldn't see it.*

trace [treis] *v.*

To **trace** something means to follow over it with the eyes or a finger.

→ *He **traced** over the graph with his finger.*

Exercise 1

PART A Choose the right word for the given definition.

1. to show in a picture
   a. portray b. trace c. gaze d. rotate

2. something that causes an event
   a. souvenir b. certificate c. circumstance d. criticism

3. a feeling of sadness
   a. frown b. grief c. bomb d. glance

4. a box for burying dead people
   a. groom b. license c. coffin d. cope

5. a device for making small things look bigger
   a. submarine b. microscope c. devastate d. nuclear

PART B Choose the right definition for the given word.

1. certificate
   a. a document for permission b. something bought to remind of a place
   c. between two sizes d. a document that claims a fact

2. cope
   a. to deal with a difficult situation b. to look at something quickly
   c. to completely destroy something d. to turn around in a circle

3. trace
   a. to look at for a long time b. to follow over with the eyes
   c. to show in a picture d. to express dislike or sadness

4. groom
   a. a boat that can go under water b. a box used to bury dead people
   c. a man about to be married d. something that causes an event

5. bomb
   a. to go between two places b. the act of finding fault with someone
   c. an object that explodes d. a feeling of sadness because of death

Exercise 2

Choose the word that is a better fit for each blank.

1. **traced / bomb**

   The engineer _____ a line with his finger to where he thought the police officers would find the _____.

2. **nuclear / circumstances**

   The politician said that there were many _____ that lead to the US using a _____ weapon on Japan.

3. **glance / certificate**

   I was so busy that I could only _____ at my daughter's _____ of achievement. I will take a better look at it when I get home.

4. **coffin / grief**

   The entire family was filled with _____ as their father's _____ was slowly lowered into the ground.

5. **cope / devastated**

   I was completely _____ when I heard the news of her accident. I hope that her husband can _____ with the situation.

6. **rotated / souvenir**

   Maria _____ her _____ so that all of her classmates could get a good view of it.

7. **frowned / criticism**

   After receiving a great deal of _____ about her idea, Katie _____ but was determined not to quit.

8. **gazed / microscope**

   Tony _____ at the pictures of the new forms of bacteria that were discovered. Curious, he viewed samples of them through a powerful _____.

9. **submarine / license**

   Eric did not have a _____ to operate the sophisticated _____.

10. **groom / portrayed**

    Lisa _____ her new _____ as the perfect husband. But we all knew that he had many faults.

An Interesting Life

A man looked through some boxes with his grandson. They were filled with old photographs and objects that **portrayed** important events from the grandfather's life. He wished to share the **circumstances** behind each event with his grandson.

The grandson, however, thought his grandfather's stories were boring. The grandfather **coped** with this. He ignored his grandson's **criticism**.

He took a photo from the box. "That's the **submarine** I was on during the war," he explained. The grandson **gazed** at it.

The grandfather **glanced** at the next picture and **frowned**. It showed a row of **coffins**. His grandson noticed the **grief** in his grandfather's face.

"What is it?" the boy inquired.

"This was after a **nuclear bomb** was dropped," the grandfather answered. "It **devastated** a city."

Next the grandfather pulled a toy **microscope** from the box and **rotated** it in his hand.

"Where did you get that?" the grandson asked.

"This is a **souvenir** I bought at the science museum," the grandfather said.

Now the boy was really interested. He started to understand that his grandfather was telling him a larger story. It was the story of his grandfather's life.

He got another photo. It showed a young bride and **groom**. They were very happy. A **certificate** was attached to the photo. The boy couldn't read it, but he **traced** his finger over paper.

"What's this from, Granddad?" he asked.

"That's my marriage **license** from the day I married your grandmother," the grandfather said.

"Wow!" said the boy. "Granddad, now I know all about your life!"

Reading Comprehension

UNIT 29

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The photographs portrayed important events from the grandson's life.

_____

2. ____ The grandfather explained that the picture of the coffins was taken after a nuclear bomb devastated a city.

_____

3. ____ The first photo the grandson gazed at was of a submarine.

_____

4. ____ The toy microscope was a souvenir from a science museum.

_____

5. ____ The certificate was from the day the grandson was born.

_____

6. ____ The groom and bride in the last photo were happy.

_____

PART B **Answer the questions.**

1. Which of the following was NOT in the box?
   a. Photographs
   b. Souvenirs
   c. Letters
   d. A marriage license

2. What did the grandfather say he did during the war?
   a. Worked on a submarine
   b. Made nuclear bombs
   c. Worked in a souvenir shop
   d. Took photographs

3. How did the grandson feel at first about the circumstances behind each photograph?
   a. He frowned.
   b. He was full of grief.
   c. He was bored.
   d. He was interested.

4. All of the following are true about the toy microscope EXCEPT _____.
   a. it was a souvenir
   b. the grandfather rotated it in his hand
   c. the grandson only glanced at it
   d. the grandfather bought it at a museum

UNIT 30

Word List

appliance [əpláiəns] *n.*

An **appliance** is a piece of equipment used for jobs in the home.

→ *Many homes have **appliances** like ovens, toasters and refrigerators.*

basin [béisən] *n.*

A **basin** is large bowl for washing things. A sink is sometimes called a basin.

→ *She filled the **basin** with water and washed her face.*

broom [bru(:)m] *n.*

A **broom** is a brush with a long handle used for cleaning floors.

→ *My father usually uses a **broom** to sweep away dust in the basement.*

caterpillar [kætərpilər] *n.*

A **caterpillar** is a small insect that looks like a worm and eats plants.

→ *After eating a lot of leaves, **caterpillars** change into butterflies.*

cupboard [kʌbərd] *n.*

A **cupboard** is a piece of furniture that is used to store food or household items.

→ *We put all of our dishes and food in the **cupboards**.*

delicate [déləkit] *adj.*

If something or someone is **delicate**, they are easy to break or harm.

→ *You should hold the baby carefully because she's very **delicate**.*

emerge [imə́:rdʒ] *v.*

To **emerge** from something means to come out of it.

→ *The hand suddenly **emerged** from the grave.*

handicap [hændikæp] *n.*

A **handicap** is a condition that limits someone's mental or physical abilities.

→ *Joe has a slight **handicap**, so he uses a walker to get around.*

hook [huk] *n.*

A **hook** is a sharp curved piece of metal used for catching or holding things.

→ *The fish went after the sharp **hook**.*

hop [hɔp] *v.*

To **hop** means to jump a short distance.

→ *The kangaroo quickly **hopped** away from danger.*

laundry [lɔ́:ndri] *n.*

Laundry is clothes that have been or need to be washed.

→ *He folded the clean **laundry** and put the dirty laundry in a basket.*

pursue [pərsúː] *v.*

To **pursue** someone or something is to chase or follow them.

→ *The mother **pursued** her young child down the hill.*

reluctant [rilʌ́ktənt] *adj.*

If someone is **reluctant**, they do not want to do something.

→ *She was **reluctant** to eat the meager breakfast.*

sleeve [sliːv] *n.*

Sleeves are the part of a shirt where your arms go.

→ *Ryan bought a new shirt with long **sleeves** to keep his arms warm.*

spine [spain] *n.*

The **spine** is the bone that runs up and down the middle of the back.

→ *Our **spine** helps us to stand up nice and straight.*

stain [stein] *n.*

A **stain** is a dirty mark that is difficult to clean.

→ *He had a red **stain** on the collar of his shirt.*

strip [strip] *n.*

A **strip** is a long, narrow piece of material or land.

→ *He had long **strips** of film that held images of his trip abroad.*

swear [swɛər] *v.*

To **swear** means to promise to do something.

→ *I will put my hand on the Bible and **swear** to do my best for the country.*

swing [swiŋ] *v.*

To **swing** something means to move it back and forth or from side to side.

→ *He can **swing** a golf club very powerfully.*

utilize [júːtəlàiz] *v.*

To **utilize** something means to use it for a specific purpose.

→ *They **utilized** a pair of scissors to cut the ribbon.*

Exercise 1

PART A Choose the right word for the given definition.

1. clothes that need to be washed
   a. spine b. appliance c. laundry d. cupboard

2. easy to break
   a. emerge b. delicate c. basin d. pursue

3. a brush with a long handle used for cleaning floors
   a. handicap b. broom c. strip d. hook

4. to promise something
   a. swear b. hop c. utilize d. swing

5. not wanting to do something
   a. sleeve b. stain c. caterpillar d. reluctant

PART B Choose the right definition for the given word.

1. pursue
   a. a bone in the middle of the back
   b. a bowl for washing things
   c. to come out of something
   d. to chase after something

2. appliance
   a. a piece of equipment used in the home
   b. a section of cloth used to cover a floor
   c. a wooden box used for storing things
   d. a dirty mark that is difficult to clean

3. utilize
   a. to jump a short distance
   b. an insect that looks like a worm
   c. to move something back and forth
   d. to use something for a specific purpose

4. handicap
   a. a curved metal for holding things
   b. something that is easy to break
   c. a promise to do something
   d. a condition that limits abilities

5. swing
   a. to move something back and forth
   b. a curved piece of metal
   c. a brush with a long handle
   d. clothes that need to be washed

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Some animals, such as insects, do not have a bone in the middle of the back.

   _____

2. John filled the bowl for washing things with water so he could wash his face.

   _____

3. She was hungry so she looked for a snack in the furniture where food is kept.

   _____

4. The rabbit jumped away from the hunter's dogs.

   _____

5. The swimmer came out of the dirty river covered in dark brown water.

   _____

6. Mary put her flowers in a pot and then hung it from a curved piece of metal.

   _____

7. The insect that looks like a worm eats the leaves on a tree.

   _____

8. William used a long, narrow piece of cloth to tie the sticks together.

   _____

9. The baseball player rolled up the pieces of material that cover his arms so they wouldn't get dirty.

   _____

10. We tried using soap and hot water but couldn't get the dirty mark out of my jacket.

    _____

The Kitten and the Caterpillar

Katie the kitten liked to play. One day, Cory the **caterpillar emerged** from a hole in the wall while Katie was playing in the living room.

"Hey!" Katie yelled. "Do you want to play with me?"

Cory was **reluctant**. He said, "I'd rather not play with you. I have several **handicaps**. My body is very **delicate**. Your claws are as sharp as **hooks**. You might cut me. Plus, I have no bones, not even a **spine**. You could easily hurt me."

"I **swear** that I won't hurt you," Katie said.

"No, I don't want to," he said again. He **hopped** from the wall, but Katie **pursued** him.

Cory ran into the kitchen and into the **cupboard**, but Katie chased closely behind. Katie knocked **appliances** to the floor. Plates fell into the sink and broke in the **basin**.

Then he ran into a bedroom. Some **laundry** was on the floor. Cory hid under a shirt, but Katie saw him. She jumped on the shirt. Her paws left **stains** on the cloth, and her claws ripped the **sleeves** into **strips**.

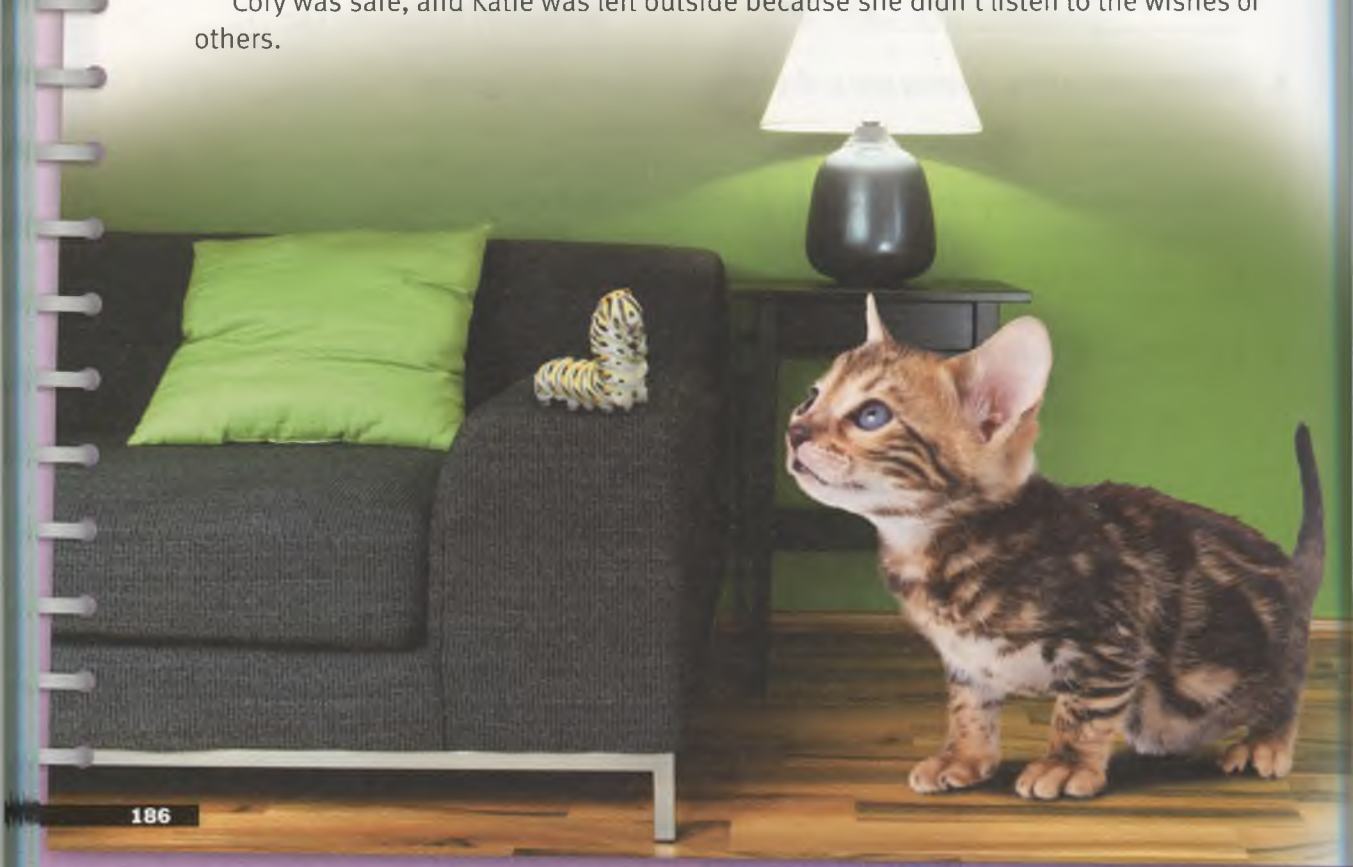
However, Cory escaped. He **utilized** a small crack in the floor to hide. But Katie saw him.

"Now you are trapped!" said Katie.

Cory tried to avoid Katie's claws. He moved his body as far into the hole as possible. He didn't know how he'd get out of the hole.

Just then, Katie's owner came home. She saw that the house was a mess. She took a **broom** and **swung** it at Katie. She chased Katie out of the house.

Cory was safe, and Katie was left outside because she didn't listen to the wishes of others.



PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Katie pursued Cory around the house.

_____

2. ____ The caterpillar had only one bone, his spine.

_____

3. ____ Katie swore not to hurt Cory.

_____

4. ____ Cory hopped off the counter and ran into the cupboard.

_____

5. ____ Katie's dirty paws stained the shirt.

_____

6. ____ Katie's owner chased Katie out of the house.

_____

PART B **Answer the questions.**

1. Which is NOT a reason that Cory was reluctant about playing with Katie?
   a. Katie had dirty paws.
   b. Katie had sharp claws.
   c. His body was delicate.
   d. He had several handicaps.

2. Where was Katie playing when Cory emerged from the wall?
   a. On the counter
   b. In some laundry
   c. In the living room
   d. In the kitchen

3. Katie did all of the following damage EXCEPT _____.
   a. knock appliances on the floor
   b. break plates in the basin
   c. crack the kitchen door
   d. rip the sleeves of a shirt into strips

4. What did Katie's owner swing at her?
   a. A broom
   b. A shirt
   c. Appliances
   d. Laundry

Appendix

SPORTS

Indoor Sports

basketball

boxing

martial arts

ping-pong

wrestling

yoga

Outdoor Sports

archery

baseball

football

soccer

tennis

volleyball

Winter Sports

ice skating

skiing

snowboarding

ANIMALS

Desert

camel

coyote

lizard

mountain lion

scorpion

vulture

Rain Forest

alligator

flamingo

gorilla

hummingbird

panther

parrot

Grasslands

buffalo

giraffe

hippopotamus

hyena

ostrich

rhinoceros

Polar Lands

otter

penguin

polar bear

reindeer

seal

wolf

Sea

blowfish

jellyfish

octopus

sea horse

sea urchin

seagull

shark

squid

starfish

whale

Woodlands

beaver

bobcat

deer

mole

opossum

porcupine

robin

skunk

squirrel

woodpecker

Bugs

beetle

butterfly

dragonfly

caterpillar

cricket

firefly

grasshopper

ladybug

mosquito

moth

Baby Animals

- bird ➡ nestling
- chicken ➡ chick
- cow ➡ calf
- dog ➡ pup
- duck ➡ duckling
- fish ➡ fry
- frog ➡ tadpole
- horse ➡ foal
- pig ➡ piglet
- sheep ➡ lamb

FOOD

apple pie

cereal

fish and chips

french fries

hamburger

hot dog

ice cream cone

salad

sandwich

taco

FRUITS

apricot

avocado

cherry

coconut

fig

grapefruit

peach

pear

pineapple

pomegranate

NUTS

almond

chestnut

hazel nut

peanut

pecan

pine nuts

pistachio

walnut

MEAT, POULTRY, AND SEAFOOD

bacon

beef

chicken

crab

lobster

oyster

pork

salmon

sausage

shrimp

VEGETABLES

broccoli

cabbage

carrot

celery

cucumber

eggplant

garlic

onion

potato

pumkin

FLOWERS

carnation

chrysanthemum

daisy

lily

lotus

marigold

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rose

sunflower

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4000 Essential English Words 4

Paul Nation

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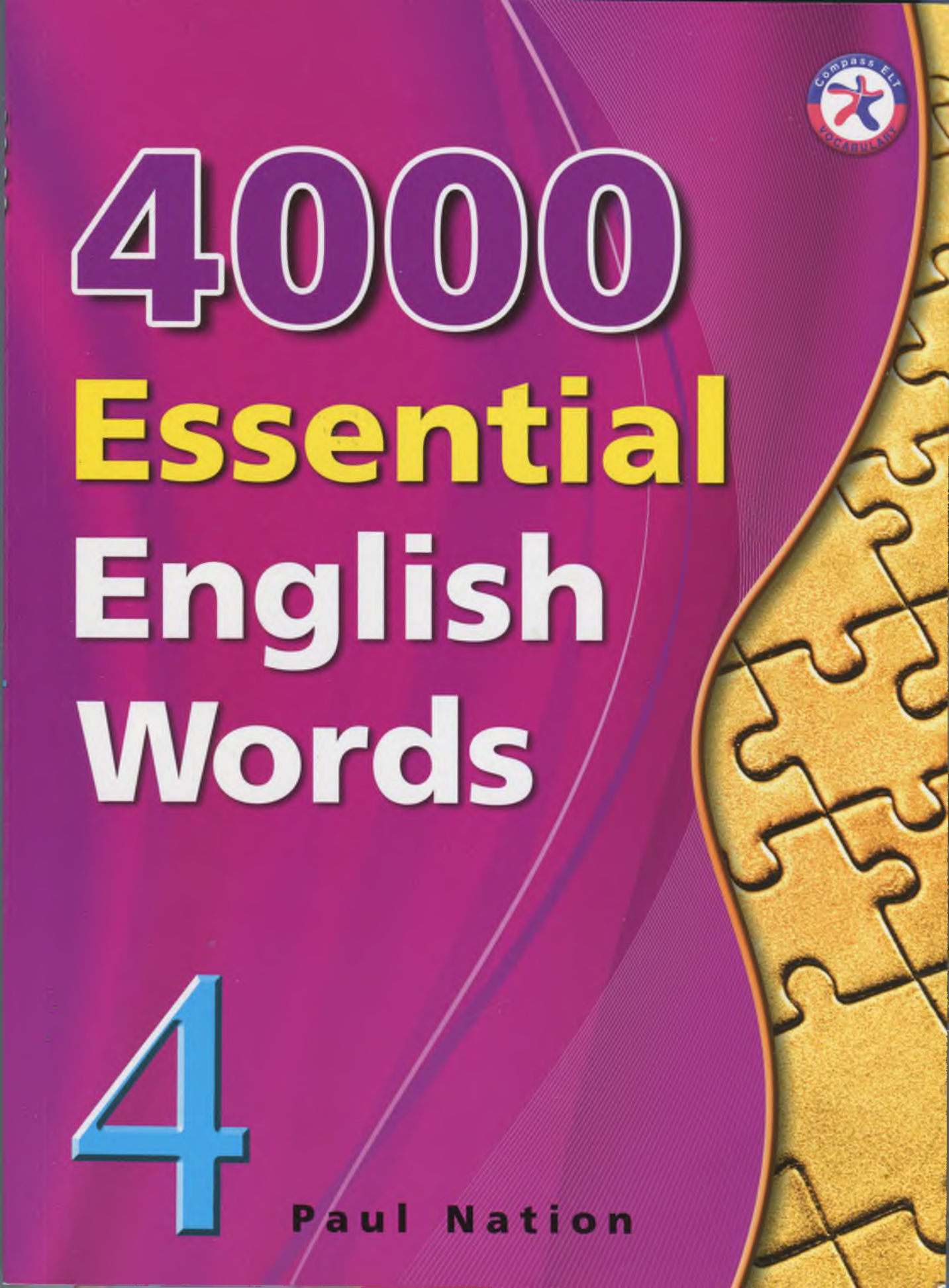

4000 Essential English Words

4

Paul Nation

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4000 Essential English Words

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Paul Nation

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Introduction

About the Vocabulary

The 600 words in each book of this series along with the additional target words presented in the appendices included in the first three books of the series are the most useful words in English. They were found by analysis of a collection of English course books from various levels in the primary, secondary and tertiary school systems. The words included in this series were chosen because they occurred many times in different levels of these materials. Because of the way
that they were chosen, these words have the following characteristics:

1 They are useful in both spoken and written English. No matter what English course you are studying, the words in these books will be of value to you.

2 Each word in these books is a high-frequency word. This means that the effort in learning the words is well repaid by the number of times learners have a chance to encounter or use them.

3 These books as a whole cover a large proportion of the words in any spoken or written text. They cover at least 80% of the words in newspapers and academic texts, and at least 90% of the words in novels. They also cover at least 90% of the words in conversation.

About the Books

The activities in these books are specially designed to make use of important learning conditions. Firstly, the words are introduced using sentence definitions and an example sentence. The activities that follow in the units encourage learners to recall the meanings and forms of the words. Some activities also make the learners think about the meaning of the words in the context of a sentence—a sentence different from the sentences that occurred in the introduction of the words. Moreover, each unit ends with a story containing the target words. While reading the story, the learners have to recall the meanings of the words and suit them to the context of the story. Such activities help learners develop a better understanding of a common meaning for a given word which fits the different uses.

Illustrations for each target word are provided to help learners visualize the word as it is being used in the example sentence. These word/image associations aim to help students grasp the meaning of the word as well as recall the word later.

It should be noted that words have more than one grammatical category. However, this series focuses on the word's most common form. This is mentioned to remind learners that just because a word is labeled and utilized as a noun in this series does not mean that it can never be used in another form such as an adjective. This series has simply focused on the word in the form that it is most likely to be expressed.

Supporting Learning with Outside Activities

A well-balanced language course provides four major opportunities for learning: learning through input, learning through output, deliberate learning, and fluency development. The highly structured activities in these books support all four types of learning opportunities. In addition, learning can further be supported through the following activities:

1 Have students create vocabulary cards with one word from the unit on one side of the card and the translation of the word in the student's first language on the other side. Students should use the cards for study in free moments during the day. Over several weeks, students will find that quick repeated studying for brief periods of time is more effective than studying for hours at one sitting.

2 Assign graded readers at students' appropriate levels. Reading such books provides both enjoyment as well as meaning-focused input which will help the words stick in students' memory.

3 Practice reading fluency to promote faster recall of word meaning for both sight recognition and usage. Compass Publishing's *Reading for Speed and Fluency* is a good resource for reading fluency material.

4 Include listening, speaking, and writing activities in classes. Reinforcement of the high-frequency vocabulary presented in this series is important across all the four language skills.

Author **Paul Nation**

Paul Nation is professor of Applied Linguistics in the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. He has taught in Indonesia, Thailand, the United States, Finland, and Japan. His specialist interests are language teaching methodology and vocabulary learning.

UNIT 1

Word List

aroma [əróumə] *n.*

An **aroma** is a scent or smell.

→ *I love the **aroma** of coffee in the morning.*

beverage [bévəridʒ] *n.*

A **beverage** is a drink.

→ *The waiter brought our **beverages** first. Then he brought our food.*

cluster [klʌ́stər] *n.*

A **cluster** of things is a small group of them placed close together.

→ *She held a large **cluster** of grapes in her hand.*

combine [kəmbáin] *v.*

To **combine** is to join together to make a single thing or group.

→ *Mina **combined** peanut butter and jelly to make a sandwich.*

condensed [kəndénst] *adj.*

When a liquid is **condensed**, it is made thicker.

→ *One way to make a dessert thick and sweet is to use **condensed** milk.*

contemporary [kəntémpərèri] *adj.*

When something is **contemporary**, it is related to the present time.

→ ***Contemporary** scientists have learned quite a bit about DNA.*

cultivate [kʌ́ltəvèit] *v.*

To **cultivate** plants is to care for them and help them grow.

→ *A research company is **cultivating** new kinds of rice to aid poor countries.*

divine [diváin] *adj.*

When something is **divine**, it is related to gods.

→ *Legends say that music was given to men as a **divine** gift from the gods.*

humid [hjúːmid] *adj.*

When it is **humid**, there is a lot of water in the air.

→ *It is very **humid** inside of a sauna.*

odor [óudər] *n.*

An **odor** is a very distinct smell.

→ *He knew there was a leak when he noticed the strong **odor** of natural gas.*

palate [pælit] *n.*

The **palate** is the top part of the mouth.

→ *You can touch your **palate** with your tongue.*

paradise [pærədàis] *n.*

Paradise is the place or condition of happiness where things are perfect.

→ *My vacation in Hawaii was like being in **paradise**.*

plantation [plæntéiʃən] *n.*

A **plantation** is a big farm that only grows certain kinds of crops.

→ *In the 1800s, there were many cotton **plantations** in the southern US.*

rapid [rǽpid] *adj.*

When something is **rapid,** it moves or changes very quickly.

→ *His mother was surprised by her son's **rapid** growth.*

rate [reit] *n.*

A **rate** is the speed at which something happens.

→ *Grass tends to grow at a very slow **rate**.*

soothing [sú:ðiŋ] *adj.*

When something is **soothing,** it makes you calm or relaxed.

→ *The **soothing** music helped the baby fall asleep.*

subtle [sʌ́tl] *adj.*

When something is **subtle,** it is not easy to see or notice.

→ *The handsome man has a **subtle** smile.*

texture [tékstʃə:r] *n.*

The **texture** of something is the way its surface looks and feels.

→ *The **texture** of a rock found in the water is typically very smooth.*

toxic [táksik] *adj.*

When something is **toxic,** it is poisonous. **Toxic** things are very dangerous.

→ *Please check the label to see if the product is **toxic**.*

vary [vɛ́əri] *v.*

To **vary** means to be different from another thing in size or amount.

→ *The heights of the people in my class **vary** by a large amount.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **rapid / rate**

   The population growth in the city was incredibly _____. It is quite surprising that people settled there at such a fast _____.

2. **contemporary / vary**

   Many _____ laws make it illegal for business to compete in unfair ways. However, the specific laws in different countries _____ greatly.

3. **humid / toxic**

   Because it is quite _____ on the island, various kinds of plants grow well there. However, some of these plants are _____ to humans.

4. **texture / aroma**

   The cheese has a smooth _____. However, some people find it hard to eat because of its powerful _____.

5. **cluster / combined**

   A _____ of people suggested that nearby cities could fight the invaders if they cooperated with each other. As a result, everyone _____ their efforts and defeated the invaders.

6. **soothing / subtle**

   The artist uses _____ differences of color in her landscapes. This has an overall calming and _____ effect on the viewer.

7. **cultivated / odor**

   A huge garden was _____ in the middle of the city. However, a species of rare plants gave off an unpleasant _____.

8. **beverage / palate**

   During a four or five course meal, one should drink something to clean the _____ between courses. The perfect _____ for this is, of course, water.

9. **condensed / divine**

   I can explain the basic story in a simple, _____ way. A boy is given a _____ message, and he begins an exciting adventure.

10. **plantations / paradise**

    The island of Oahu is not a natural _____ like Maui. However, tourists still have plenty to enjoy on Oahu, from visits to pineapple _____ to traditional celebrations.

Exercise 2

PART A Match the phrases to make complete sentences.

1. A **soothing** cup of tea _____.
2. The **odor** of the cheese _____.
3. The pot's **texture** _____.
4. The chemical is **toxic** _____.
5. The **contemporary** fiction class _____.
6. The **rate** at which these flowers grew _____.
7. My mother **cultivates** _____.
8. The **plantation** had _____.
9. The thick and **humid** forest _____.
10. That **cluster** of stars in the sky makes _____.

a. was surprisingly fast
b. includes work from the 21st century
c. feels so smooth
d. covered almost a third of the country
e. was too strong to be enjoyable
f. several species of flowers as a hobby
g. to insects and small animals
h. twenty workers who grew cotton
i. is good for a sore throat
j. the shoulder of Taurus the Bull

PART B Match the clauses to make complete sentences.

1. The scientists wanted to find a cure for the sickness, _____.
2. He offered to share his water, _____.
3. I prefer mocha to coffee _____.
4. Many new jobs were created, _____.
5. The report was ten pages long, _____.
6. The doctor asked him to open his mouth, _____.
7. She walked in the door, _____.
8. Because the island is so warm and beautiful, _____.
9. Because patients' bodies are so different, _____.
10. It didn't rain all summer, _____.

a. so economic growth was **rapid**
b. and Jim thought it was a **divine** message
c. people call it a **paradise**
d. the effects of the medicine will **vary**
e. and she looked at his **palate**
f. and she smelled the **aroma** of cookies
g. so they **combined** the chemicals
h. because it has a **subtle** taste of chocolate
i. but I wanted my own **beverage**
j. but the **condensed** version was shorter

The History of Chocolate

Many people believe that chocolate originally came from Europe. However, chocolate, called the "food of the gods," was first made in the Americas. The first chocolate was very different from **contemporary** chocolate.

Wild chocolate trees can grow easily in the **humid** Amazon rainforest. **Clusters** of flowers growing on these trees turn to seeds. About 20 to 60 cacao beans can be found in the seeds. Cacao beans are the ingredient needed to create sweet, **soothing**, and delicious chocolate treats.

The Mayan and Aztec cultures both thought that chocolate trees were brought from **paradise** by gods. The Mayans and Aztecs used the beans from this **divine** tree to create a special **beverage** with a very pleasant **odor**. Surprisingly, the Aztecs believed that it would be **toxic** to women and children.

In the 1500s, the Spanish explorer Cortes met the Aztecs. Cortes became quite interested in the **plantations** where the Aztecs **cultivated** chocolate trees. When he returned to Europe, he took cacao beans with him. He introduced the people of Spain to the Aztecs' chocolate beverage.

Over the next 100 years or so, kings, queens, and members of the upper class enjoyed drinking chocolate. They enjoyed it even more once they learned to add sugar to the beverage! Soon, chocolate had spread all across Europe. New machines allowed chocolate makers to perfect their products and produce them at a very **rapid rate**. Preparing the beans in special ways brought out the **aroma** of chocolate. The beans were **combined** with **condensed** milk to give the chocolate a smooth **texture**.

Today, contemporary chocolates with **subtle** flavors fill the shelves of expensive chocolate shops. The different types of chocolate available today **vary** widely. True chocolate lovers can tell which is best, though. They will tell you that the flavor of high quality chocolate stays on the **palate** long after you finish it.

Reading Comprehension

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Wild chocolate trees grow well in humid weather.

_____

2. ____ The Mayans and Aztecs said chocolate was a divine plant brought from paradise.

_____

3. ____ The Mayans cultivated chocolate trees on plantations.

_____

4. ____ Beans were combined with condensed milk to give chocolate a smooth texture.

_____

5. ____ The first chocolate beverages were made in Europe.

_____

6. ____ The different types of chocolate available today vary widely.

_____

PART B **Answer the questions.**

1. Which word is NOT used to describe chocolate in the reading?
   a. Aroma
   b. Delicious
   c. Soothing
   d. Sweet

2. Which of the following did NOT consume chocolate as a beverage?
   a. Cortes
   b. Europeans in the 1500s
   c. Mayan gods
   d. The Aztecs

3. Which group of people believed that chocolate was toxic to women and children?
   a. Chocolate makers
   b. Plantation owners
   c. The upper class in Europe
   d. The Aztecs

4. What allowed chocolate to be produced at a rapid rate?
   a. Cortes of Spain
   b. Cacao beans
   c. New machines
   d. Kings and queens

UNIT 2

Word List

accident [ǽksidənt] *n.*

An **accident** is an unexpected undesirable event.

→ *She had to go to the hospital after she was in a serious car **accident**.*

admiral [ǽdmərəl] *n.*

An **admiral** is someone who controls many military ships.

→ *They won the sea battle because of the **admiral**'s great leadership.*

arc [ɑ:rk] *n.*

An **arc** is a curved shape.

→ *A rainbow has the shape of an **arc**.*

character [kǽriktər] *n.*

Your **character** is your personality.

→ *My sister's **character** is fun and very outgoing.*

conscience [kánʃəns] *n.*

Your **conscience** is your inner sense of what is right and wrong.

→ *I recycle everything I can, so my **conscience** is clear!*

fiery [fáiəri] *adj.*

If something is **fiery**, it is burning strongly.

→ *The **fiery** blaze burned all night long.*

flesh [fleʃ] *n.*

Flesh is the skin, muscle and fat on your body.

→ *The zebra's **flesh** has black and white stripes.*

grapefruit [gréipfrù:t] *n.*

A **grapefruit** is a fruit similar to an orange, but bigger and not as sweet.

→ *Would you like a **grapefruit** with your breakfast?*

hay [hei] *n.*

Hay is dry grass used to feed animals or used as a covering.

→ *I need to buy some more **hay** for the horse to sleep on.*

horrified [hɔ́:rəfàid] *adj.*

If you are **horrified**, you are very shocked and feel upset.

→ *I was **horrified** when I read about the old lady who was attacked.*

kerosene [kérəsi:n] *n.*

Kerosene is a type of oil. It is used in some lamps and stoves.

→ *Many people in poor countries cook on **kerosene** stoves.*

loop [lu:p] *n.*

A **loop** is a line made into the shape of a circle.

→ *He made a **loop** with the rope and placed it over the post.*

paddle [pædl] *n.*

A **paddle** is a piece of wood or plastic that moves a boat across water.

→ *We need a **paddle** to help us move across the water.*

raft [ræft] *n.*

A **raft** is a floating platform made from pieces of wood tied together.

→ *The man made a **raft** out of bamboo and floated out to sea.*

sour [sáuə:r] *adj.*

When something is **sour**, it has a sharp and unpleasant taste.

→ *I don't like lemons because I think they are too **sour**.*

stake [steik] *n.*

A **stake** is a small, sharp piece of wood or metal that is put into the ground.

→ *We marked our property by placing **stakes** into the ground.*

steward [stjú:ərd] *n.*

A **steward** is a person like a waiter who serves food on planes and ships.

→ *The **steward** is bringing some tea.*

string [striŋ] *n.*

String is a thin piece of fabric or rope.

→ *I found a large ball of **string**.*

thorn [eɔ:rn] *n.*

A **thorn** is a sharp part of a plant.

→ *Be careful of the **thorns** when you pick the roses!*

wreck [rek] *v.*

To **wreck** something means to destroy or ruin it.

→ *The teenagers **wrecked** the house for no reason at all.*

Exercise 1

PART A Choose the right definition for the given word.

1. thorn
   a. a sharp part on a plant
   b. a captain on a ship
   c. someone who serves food
   d. a piece of wood that moves a boat

2. arc
   a. a thin rope
   b. a part of your mind
   c. a circle in a rope
   d. a curved shape

3. raft
   a. a waiter
   b. an undesirable event
   c. on fire
   d. a floating platform

4. hay
   a. oil
   b. dry grass
   c. a piece of wood in the ground
   d. a fruit

5. character
   a. where something is bought
   b. personality
   c. difficulties
   d. skin and muscle

PART B Choose the right word for the given definition.

1. a piece of wood in the ground
   a. admiral
   b. flesh
   c. stake
   d. loop

2. frightened
   a. wrecked
   b. horrified
   c. fiery
   d. sour

3. a curved shape
   a. arc
   b. hay
   c. kerosene
   d. string

4. part of your mind that stops you from doing bad things
   a. character
   b. conscience
   c. accident
   d. steward

5. something you use to move a boat
   a. thorn
   b. raft
   c. grapefruit
   d. paddle

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Tom was promoted, and now he is an <u>important sea officer that controls military ships</u>.
   _____
2. Some people thought that the meal was too <u>sharp and unpleasant tasting</u>.
   _____
3. <u>The oil in lamps and stoves</u> is a very cheap form of heat.
   _____
4. Why did you steal the woman's bag? Don't you have a <u>mind that understands what</u> <u>is wrong</u>?
   _____
5. Can you buy three <u>yellow pieces of fruit that are like oranges</u> from the supermarket please?
   _____
6. I hope that the <u>waiter on the plane</u> will bring some water soon.
   _____
7. After lightning struck the tree, the forest turned into a <u>burning</u> blaze.
   _____
8. Use this <u>thin rope</u> to tie the package.
   _____
9. I cleaned the rabbit's cage and left some <u>dry grass</u> for it to eat.
   _____
10. I threw the ball through the <u>line in the shape of a circle</u>.
    _____

Exercise 3

Fill in the blanks with the correct words from the word bank.

Word Bank

character accident flesh stake wreck

1. I'm going to tie the cow to a _____ in the ground.
2. You shouldn't eat the chicken. The _____ is still pink.
3. New drivers are more likely to _____ their cars than experienced drivers.
4. Many people were hurt in the boating _____.
5. My brother has a very friendly and cheerful _____.

Monkey Island

In the middle of the ocean, there is a small island shaped like an **arc**. Here, monkeys play on the beach and in the trees. But how did the monkeys get there?

Once, an English **admiral** was exploring Africa when he found hundreds of monkeys. The admiral's **character** was mean. He thought, "I could sell these monkeys and become very rich! I'm going to take them to England."

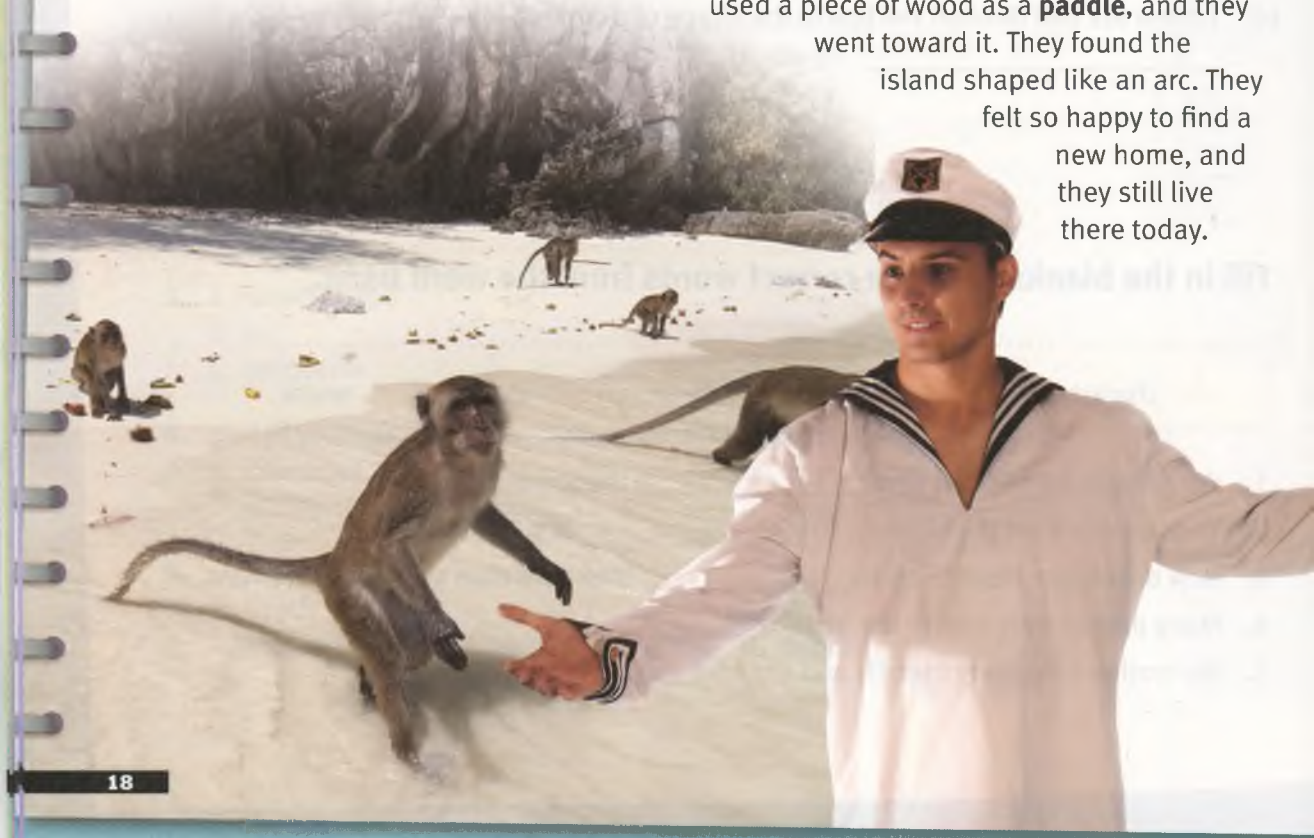
So the admiral set traps to catch the monkeys. He put **stakes** in the ground, tied **string** around them and made **loops** in the string. When the monkeys ran through the forest, their feet got caught in the loops, and they couldn't escape. Then the admiral put the monkeys in cages on his ship and sailed away.

The cages were small and uncomfortable. There was no soft **hay** for the monkeys to sleep on. Instead, they slept on branches with sharp **thorns** that cut into the monkeys' **flesh**. For dinner, he gave them tiny pieces of **sour grapefruit** to eat. The monkeys grew hungry and weak.

But one day, the admiral hired a new **steward**. He was a kind man with a good **conscience**. He was **horrified** to see the thin monkeys in the cages. So one night he let them out.

The monkeys ran and played all over the ship! They attacked the admiral and the steward and ate their food. They completely **wrecked** the ship. One monkey ran into a **kerosene** lamp, and it fell over. The ship caught fire and began to sink! The whole crew was lost except for the monkeys.

After the **accident**, the monkeys jumped onto a **raft**. They floated away from the **fiery** blaze of the ship. In the morning, they saw a little island in the distance. The monkeys used a piece of wood as a **paddle**, and they went toward it. They found the island shaped like an arc. They felt so happy to find a new home, and they still live there today.



Reading Comprehension

UNIT 2

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The admiral thought that selling the monkeys would make him rich.

_____

2. ____ The admiral caught the monkeys using loops of string and stakes.

_____

3. ____ The admiral put hay in the monkeys' cages.

_____

4. ____ The steward had no conscience.

_____

5. ____ The admiral was horrified because the monkeys were muscular.

_____

6. ____ The monkeys jumped on a raft after the accident.

_____

PART B **Answer the questions.**

1. Which adjective describes the admiral's character?
   a. Generous
   b. Mean
   c. Sour
   d. Fiery

2. Where did the admiral plan to take the monkeys?
   a. To the wrecked ship
   b. To England
   c. To an island
   d. To Africa

3. What did the monkeys eat while they were in the cages?
   a. Thorns
   b. Hay
   c. Grapefruit
   d. Flesh

4. What shape was the island that the monkeys found?
   a. A paddle
   b. An arc
   c. A circle
   d. A rope

UNIT 3

Word List

admonish [ædmάniʃ] *v.*

To **admonish** someone is to tell them you disapprove of their behavior.

→ *The teacher **admonished** Mark because he was chewing gum in class.*

audible [ɔ́:dəbl] *adj.*

If something is **audible**, then it is able to be heard.

→ *The sound of the drums was **audible** from miles away.*

awesome [ɔ́:səm] *adj.*

If something or someone is **awesome**, they are impressive or frightening.

→ *The huge military plane was an **awesome** sight.*

beware [biwέər] *v.*

To **beware** means to be careful of something or someone that is dangerous.

→ *You should **beware** of driving fast on wet roads.*

brag [bræg] *v.*

To **brag** means to talk of one's abilities or achievements in a proud way.

→ *He had strong muscles and **bragged** about it to the entire class.*

conscious [kάnʃəs] *adj.*

If someone is **conscious** of something, then they are aware of it.

→ *The new student was **conscious** of the other students staring at her.*

disagree [dìsəgrí:] *v.*

To **disagree** with someone means to have a different opinion from them.

→ *The lawyers **disagreed** about the best way to settle the case.*

echo [ékou] *v.*

To **echo** means that a sound repeats itself because it bounced off an object.

→ *The child yelled over the canyon, and the wall **echoed** the sound.*

eventual [ivέntʃuəl] *adj.*

If something is **eventual**, it will happen at the end of a series of events.

→ *The constant training and planning led the team to an **eventual** victory.*

hint [hint] *n.*

A **hint** is information that suggests something will happen or is true.

→ *I quietly passed on a **hint** to my sister about the test.*

idiot [ídiət] *n.*

An **idiot** is a person who is not smart or who has done something silly.

→ *Because he got lost in the forest, the man felt like an **idiot**.*

immense [iméns] *adj.*

If something is **immense**, it is very large.

→ *An **immense** amount of money was needed to buy such a large boat.*

indirect [indirékt] *adj.*

If something is **indirect**, then it is not the easiest or straightest way.

→ *He chose to take the most **indirect** route to the coast.*

option [ápʃən] *n.*

An **option** is a choice between two or more things.

→ *The children were given the **option** of three houses to pick from.*

pastime [pǽstàim] *n.*

A **pastime** is an activity done for fun that you do often.

→ *In the US, baseball is considered the national **pastime**.*

perfect [pə́:rfikt] *adj.*

If something is **perfect**, then it is without any mistakes.

→ *She got all the questions right, so her score was **perfect**.*

pinpoint [pínpɔ̀int] *v.*

To **pinpoint** something means to locate it exactly.

→ *The navigation system in my car is able to **pinpoint** my exact location.*

switch [switʃ] *v.*

To **switch** means to change something to something else.

→ *Mom **switched** the TV station from the news to her favorite show.*

thorough [θə́:rou] *adj.*

If something or someone is **thorough**, then they are complete in every way.

→ *Tina did a **thorough** job of cleaning the stains out of the carpet.*

torment [tɔ:rmént] *v.*

To **torment** someone means to cause them to suffer on purpose.

→ *She **tormented** her little brother by taking his favorite toy.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **idiot / option**

   I had the _____ of going with them or staying home. I felt like an _____ for the choice I made.

2. **admonished / torment**

   Because he liked to _____ the kitten by pouring water on it, the boy's mother _____ him for his cruel behavior.

3. **echoed / pinpoint**

   It was difficult to _____ the dog's location because its cries _____ off of the hills.

4. **brag / perfect**

   My sister likes to _____ about how my mother and father think her behavior is _____.

5. **beware / switch**

   When you _____ the machine on, you need to _____ because the machine is dangerous.

6. **eventual / pastime**

   All of the accidents at the swimming pool led to the _____ closing of it and the end of a favorite summer _____.

7. **disagreed / awesome**

   The king wanted people to think that his power was _____. He would put people in jail if they _____ with him.

8. **audible / conscious**

   Even though the little girl was trying to sneak up on her parents, her _____ steps made her parents _____ of her.

9. **immense / indirect**

   An _____ tree fell across the road, forcing the travelers to take a more _____ route through the countryside.

10. **hint / thorough**

    The police could not find a single clue to the crime, which gave a _____ as to how _____ the thief had been.

Exercise 2

PART A Match the phrases to make complete sentences.

1. You should **beware** _____.
2. My favorite **pastime** _____.
3. The doctor did a **thorough** check _____.
4. The two friends **disagreed** _____.
5. She **switched** the bag _____.
6. His proud sister **brags** _____.
7. An **immense** pile of garbage _____.
8. The **indirect** route _____.
9. The **awesome** storm caused _____.
10. She **admonished** the student _____.

a. about which game was better
b. of the hole in the bridge
c. for talking during the test
d. was the reason for the bad smell
e. about how good she is at sports
f. of the sick man's health
g. took an hour more to drive
h. fear that his home would be damaged
i. from her left hand to her right
j. is listening to music

PART B Match the clauses to make complete sentences.

1. He couldn't sleep at night _____.
2. We knew he broke his leg when he fell _____.
3. He had to choose the blue car _____.
4. The hiker always carried a compass and map, _____.
5. She didn't eat good food and didn't exercise, _____.
6. The students had to answer all the questions correctly _____.
7. The captain did not see the ship approaching behind him, _____.
8. She thought someone was calling to her from the other cliff, _____.
9. He knew his friends were having a surprise party for him _____.
10. If you can't tie your own shoes by the time you're twelve years old _____.

a. and it led to her **eventual** illness
b. because they gave him so many **hints**
c. if they wanted to get a **perfect** grade
d. but he was **conscious** of the other boats
e. because bad dreams **tormented** him
f. then people might think you're an **idiot**
g. but it was just the **echo** of her voice
h. because there weren't any other **options**
i. so he could **pinpoint** his location in the wild
j. because the sound of the bone breaking was **audible**

The Young Man and the Old Man

A proud young man was looking for a new **pastime**. He heard about people hiking in the national parks and decided to try it for himself. As he started his stroll, an old man walked up to him.

"Don't go this way," the old man said. "**Beware**. The paths are not clear. It's easy to become lost."

But the young man **disagreed** with the old man and **bragged** that he had a **perfect** understanding of the park. "I studied maps of this area," he told him. "I believe I have a **thorough** knowledge of these trails. I won't become lost."

The old man listened to the young man and then **admonished** him for his pride.

"I have walked these trails my entire life," he said. "If you think you will be safe, then go ahead."

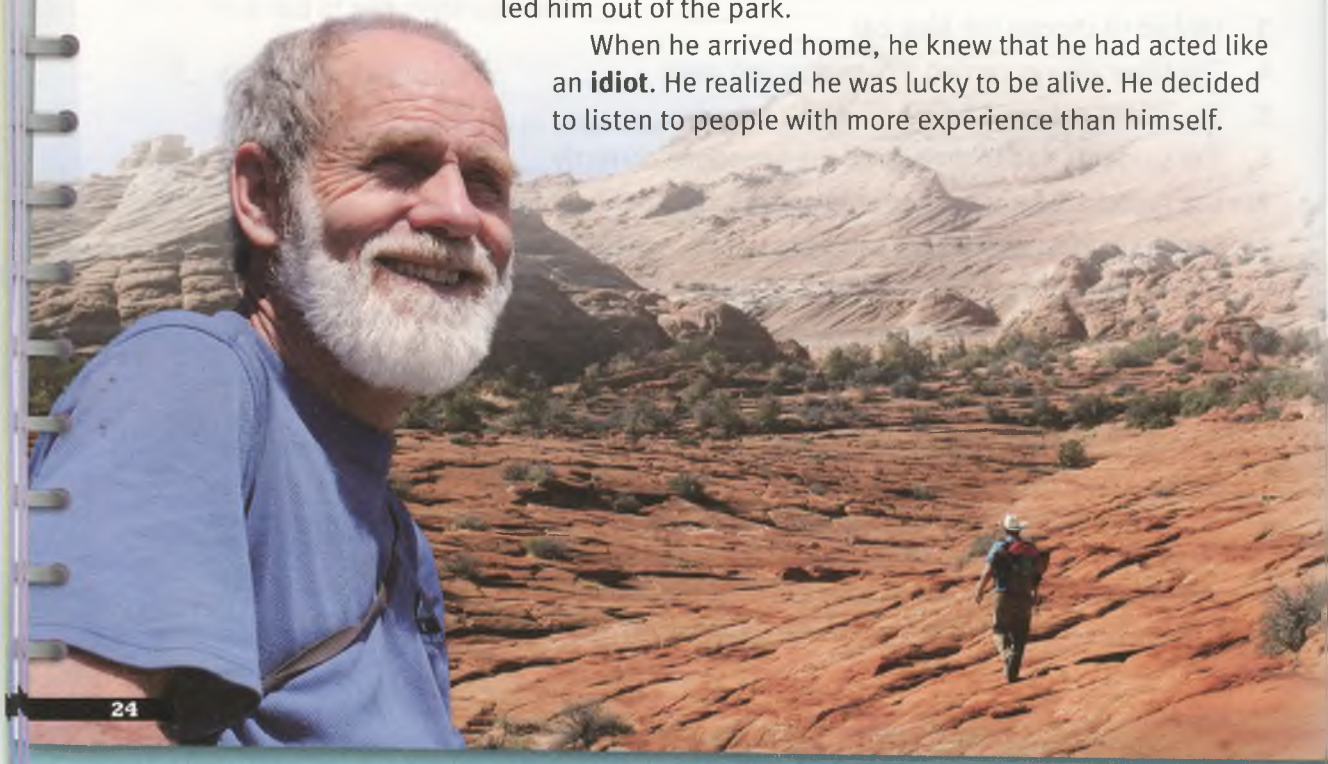
The young man ignored the old man and started along the trail.

Whenever he had to choose between an easy or difficult route, he always chose the more difficult **option**. In addition, he was not **conscious** of which direction he was going. After a while, he decided to return home. Because his course through the wilderness was so **indirect**, he had no idea where he was.

He looked at his map but could not **pinpoint** his location. He walked one path after another but soon realized he was lost.

The sun was going down, and sudden strong winds gave a **hint** that it might rain. **Immense** clouds filled the sky. **Awesome** sounds of thunder were **audible** from all directions. It **echoed** off the mountains. The thought of the **eventual** storm **tormented** the young man. He hurried in one direction, but soon **switched** out of confusion. Luckily, it led him out of the park.

When he arrived home, he knew that he had acted like an **idiot**. He realized he was lucky to be alive. He decided to listen to people with more experience than himself.



Reading Comprehension

UNIT 3

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The young man decided to hike in the national parks.

_____

2. ____ The young man disagreed with the old man.

_____

3. ____ The young man believed that his knowledge of the park's trails was thorough.

_____

4. ____ When the young man had an option of two trails, he always chose the easier one.

_____

5. ____ The young man was tormented by the thought of the eventual storm.

_____

6. ____ When the young man got home, he knew that the old man had acted like an idiot.

_____

PART B **Answer the questions.**

1. What did the young man choose as his new pastime?
   a. Picking trails
   b. Climbing mountains
   c. Talking with old men
   d. Hiking in parks

2. Why did the old man admonish the young man?
   a. The young man was awesome.
   b. The young man bragged that he was perfect.
   c. The young man's route was too indirect.
   d. The young man chose difficult trails.

3. Why did the young man become lost?
   a. He was not conscious of where he went.
   b. He pinpointed his location on his map.
   c. He did not switch to an easier trail.
   d. He listened to the old man's advice.

4. Which of the following gave a hint of an eventual storm?
   a. The sudden strong winds
   b. The sparse clouds in the sky
   c. The weather getting colder
   d. The lightining flashing in the sky

UNIT 4

Word List

beak [beak] *n.*

A **beak** is the hard curved part of a bird's mouth.

→ *The bird used her* **beak** *to dig a small hole in the ground.*

damp [dæmp] *adj.*

If something is **damp**, it is somewhat wet.

→ *My hair is still* ***damp*** *from my shower.*

disapprove [dìsəprúːv] *v.*

To **disapprove** of something is to think that it is wrong.

→ *Alex* ***disapproved*** *of his son's behavior.*

except [iksépt] *prep.*

You use **except** to talk about the only thing that a statement does not apply to.

→ *Everyone had fun on the trip* ***except*** *Jim, who felt ill the whole time.*

flight [flait] *n.*

A **flight** is an act of flying, often in an airplane.

→ *The airplane made a* ***flight*** *around the world.*

fond [fɑnd] *adj.*

When someone is **fond** of something, they like it.

→ *I am very* ***fond*** *of chocolate cake.*

immoral [imɔ́(:)rəl] *adj.*

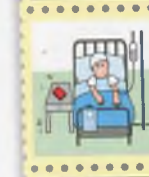
When something or someone is **immoral**, they are evil or do bad things.

→ *Stealing money from one's mother is an* ***immoral*** *act.*

ivy [áivi] *n.*

Ivy is a plant with long vines that grows upward typically on walls.

→ *The walls of the castle are covered with* ***ivy****.*



moan [moun] *v.*

To **moan** is to make a low sound when feeling pain or sadness.

→ *The sick man* ***moaned*** *from his bed.*

oblivious [əblíviəs] *adj.*

If someone is **oblivious** of something, they are unaware of it.

→ *I was late to school because I was* ***oblivious*** *of the time.*

perish [pέriʃ] *v.*

To **perish** means to die, usually because of bad conditions or bad events.

→ *Many people **perish** in wars.*

pit [pit] *n.*

A **pit** is a big hole in the ground.

→ *Michael fell into the **pit** and needed some help to get out.*

rim [rim] *n.*

The **rim** is the outside edge of a round thing, like a cup or bottle.

→ *I put my lips to the **rim** of the bottle and took a drink.*

roost [ru:st] *n.*

A **roost** is a place where birds can land and rest or sleep.

→ *The family of doves made a **roost** at the top of the tree.*

slippery [slípəri] *adj.*

If something is **slippery**, it is wet or smooth and causes people to slip.

→ *The repairman fell down on the floor because it was too **slippery**.*

soar [sɔ:r] *v.*

To **soar** means to fly high in the air.

→ *As the sun rose, two eagles **soared** through the sky.*

trivial [tríviəl] *adj.*

If something is **trivial**, it is not important or meaningful.

→ *Television is **trivial**, but learning to read is very important.*

typical [típikəl] *adj.*

If something is **typical**, it is normal for a certain type of thing.

→ *Barking is **typical** behavior for dogs.*

utterly [ʌ́tərli] *adv.*

If something is **utterly** a way, it is completely that way.

→ *When the sun was blocked by the moon, it was **utterly** dark outside.*

weep [wi:p] *v.*

To **weep** means to cry.

→ *My sister told me the dramatic movie would make me **weep**.*

Exercise 1

Choose the answer that best fits the question.

1. What does a sad movie cause people to do?
   a. To weep
   b. To except
   c. To perish
   d. To disapprove

2. Where would a bird build a home?
   a. On a rim
   b. In a pit
   c. On a roost
   d. On a flight

3. Which word best describes a wet towel?
   a. Immoral
   b. Damp
   c. Trivial
   d. Fond

4. What does it mean to fly?
   a. To soar
   b. To moan
   c. To be oblivious
   d. To be typical

5. Which word would best describe a smooth, wet stone?
   a. Ivy
   b. Utterly
   c. Slippery
   d. Immoral

6. Which word describes something that would have a rim?
   a. A thought
   b. A cup
   c. A person
   d. A smell

7. Which word describes something that has a beak?
   a. A bird
   b. A boat
   c. A car
   d. A lion

8. What is typical about fish?
   a. They can swim.
   b. One type can sing.
   c. They can live on land.
   d. Some can live for close to 50 years.

9. Which of these people would most likely be moaning?
   a. A doctor
   b. A happy boy
   c. A wife
   d. A hurt woman

10. Which person has been proven to have committed an immoral act?
    a. A teacher
    b. A criminal
    c. A judge
    d. A fireman

Exercise 2

Choose the word that is the better fit for each blank.

1. **oblivious / perish**

   All of the people in the movie will _____ if they remain _____ of the monster.

2. **roost / fond**

   When the owl wants to make a _____, it is _____ of using an empty barn.

3. **pit / rim**

   He grabbed the can by its _____, then tossed it far down into the _____.

4. **flight / soars**

   The eagle _____ into the clouds when it goes on a long _____.

5. **moan / weep**

   Every time the sick woman would _____ in pain, her daughter would _____.

6. **immoral / typical**

   It is not _____ for a policeman to do _____ things like stealing.

7. **beak / except**

   Every part of the bird was beautiful, _____ for its short, ugly _____.

8. **trivial / disapprove**

   Because his assistant is teaching them _____ plays, the coach will _____ of the time wasted.

9. **utterly / ivy**

   Because it _____ covered the fence, the gardener had to remove all of the _____.

10. **slippery / damp**

    The ground became dangerous and _____ because everyone placed their _____ towels there.

The Tricky Fox

There was a fox that lived in the forest. Fox loved to play mean tricks on the other animals. One day, he used the sharp **rim** of a bottle to dig a **pit** in the ground. He hid in a tree until Rabbit came to the pit's edge. Then, he jumped out and pushed Rabbit into the pit. Fox laughed and ran away. The angry Rabbit climbed out and told the other animals what happened.

The others said, "That is **typical** behavior for Fox. He does mean things all the time. Sometimes, he is completely **immoral**. We all **disapprove** of his actions, so we should teach him a lesson. Tomorrow, we'll push Fox into that pit."

The next day, all of the animals hid near the pit and waited for Fox. Fox was **oblivious** to the hidden animals. He walked up to the pit to see if Rabbit was still trapped. Just then, the other animals ran up to Fox and pushed him in. All the animals laughed and cheered, **except** Fox, of course.

Fox couldn't get out! The walls of the pit were covered in **damp ivy**. It was too **slippery** for him to climb out. He was **utterly** helpless. He **moaned** and began to **weep**.

At last, he saw Eagle watching him from her **roost**. He yelled, "Eagle, please help me! If I don't get out of here, I will **perish**!"

Eagle said, "You may think your tricks are **trivial**, but you hurt others when you do mean things. I'll help you if you promise to be nice."

Fox said, "I promise!"

Eagle began her **flight** to the bottom of the pit. She picked up Fox with her **beak** and **soared** out of the pit. She dropped Fox safely on the ground.

Fox thanked Eagle and kept his promise. He was nice to the other animals. The animals even became **fond** of Fox, and the forest was a happy place.

Reading Comprehension

UNIT 4

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Fox used the rim of a bottle to dig a deep pit.

_____

2. ____ Fox had a roost near the pit.

_____

3. ____ The damp ivy was too slippery for Fox to climb out.

_____

4. ____ Immoral and mean behavior was typical with Fox.

_____

5. ____ Fox was oblivious to the hidden pit.

_____

6. ____ Eagle flew into the pit to save Fox.

_____

PART B Answer the questions.

1. How did Rabbit fall into the pit?
   a. Rabbit ran into the pit.
   b. Fox pushed him into the pit.
   c. Rabbit sat on the edge.
   d. Fox laughed and ran away.

2. Why did Fox thank Eagle?
   a. She gave him money.
   b. She became fond of Fox.
   c. She did not let Fox perish.
   d. She gave Fox some rope to climb out.

3. Why did Fox moan and weep?
   a. The animals taught him a lesson.
   b. He saw Eagle in her roost.
   c. He felt trivial.
   d. He felt utterly helpless.

4. What happened after Eagle's flight to the bottom of the pit?
   a. She disapproved of Fox.
   b. She got stuck in the pit.
   c. She made Fox promise to leave the forest.
   d. She picked up Fox with her beak.

UNIT 5

Word List

awhile [əhwáil] *adv.*

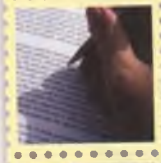
If you do something **awhile**, you do it for a short time.

→ *Wait here **awhile**, and I'll bring some tea.*

cyberspace [sáibərspèis] *n.*

Cyberspace is the imaginary place of the Internet where activities occur.

→ *I didn't receive your email. It probably got lost in **cyberspace**.*



edit [édit] *v.*

To **edit** means to correct a piece of writing so that it is suitable to be published.

→ *She asked her brother to **edit** her paper before she submitted it to her teacher.*

essay [ései] *n.*

An **essay** is a short piece of writing on a certain subject.

→ *She had to write a two-page **essay** for her English class.*

evaluate [ivæ̀ljuèit] *v.*

To **evaluate** something means to study it, so a decision can be made.

→ *Joe and Ken **evaluated** the plan and agreed that it would work.*

faint [feint] *v.*

To **faint** means to go unconscious and fall down.

→ *Carol **fainted** because she hadn't eaten in over a day.*

global [glóubəl] *adj.*

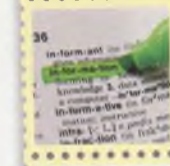
If something is **global**, it happens all around the world.

→ *Pollution is a **global** problem.*

gymnasium [dʒimnéiziəm] *n.*

A **gymnasium** is a building with equipment that you can use to get exercise.

→ *When I go to the **gymnasium**, I use the treadmill for 20 minutes.*



highlight [háilàit] *v.*

To **highlight** something means to mark it with a color so that it is easy to see

→ *I read my vocabulary list and **highlighted** the most difficult words.*

ignorant [ígnərənt] *adj.*

If someone is **ignorant** about something, they have no knowledge about it.

→ *I'm a bit **ignorant** about his theories. Can you explain them to me?*

index [índeks] *n.*

An **index** is a list of words at the end of a book that gives information.

→ *If you look in the **index**, you'll find the right page number.*

lecture [léktʃəːr] *n.*

A **lecture** is a long, educational speech.

→ *His **lecture** on world hunger was very informative.*

moral [mɔ́(ː)rəl] *n.*

A **moral** is a message at the end of a story that teaches you something.

→ *At the end of the story, Mother explained the **moral** to the children.*

operate [ɑ́pərèit] *v.*

To **operate** means to work or function.

→ *I'm sorry, but the trains are not **operating** today.*

private [práivit] *adj.*

If something is **private**, it is only used by one person or group.

→ *Don't look at my diary! It's **private**!*

recent [ríːsənt] *adj.*

When something is **recent**, it happened a short time ago.

→ *I did not know what caused his **recent** behavior.*

resolution [rèzəlúːʃən] *n.*

A **resolution** is a personal decision.

→ *At New Year, I made a list of **resolutions** to help me have a better year.*

semester [siméstər] *n.*

A **semester** is a portion of a school year.

→ *Jack is in his second **semester** of college.*

typewritten [táiprìtn] *adj.*

If something is **typewritten**, it is written on a computer or typewriter.

→ *This is an important, formal project and must be **typewritten**.*

weird [wiəːrd] *adj.*

When something is **weird**, it is very strange.

→ *My best friend's dad is a bit **weird**.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **cyberspace / operate**

   If you know how to _____ a computer, you can get access to _____.

2. **recent / global**

   A _____ study shows that _____ hunger is a very big problem.

3. **weird / ignorant**

   My mom is completely _____ about computers. She thinks that email and chat rooms are _____ ways to spend one's time.

4. **essays / edit**

   Joe has the ability to write great _____. His writing is so good that he never has to _____ his work.

5. **semester / index**

   The report is due at the end of the _____. You should look in the _____ to see if this book will help you with the report.

6. **fainted / lecture**

   Our teacher _____ while she was giving us a _____ about health!

7. **highlighted / typewritten**

   Jennifer's notes are very neat! They are _____, and she has _____ the most important parts with a green pen.

8. **gymnasium / resolution**

   I made a _____ to go to the _____ more often to improve my health.

9. **moral / awhile**

   The _____ of the story is that you should think _____ before saying anything that might hurt someone.

10. **evaluated / private**

    We _____ the company, and our suggestions are written in this _____ document.

Exercise 2

PART A Match the phrases to make complete sentences.

1. The team **evaluated** _____.
2. The **moral** of the story is _____.
3. The **global** economic problems _____.
4. Joe **operates** _____.
5. We went to a **lecture** _____.
6. The friends you meet in **cyberspace** _____.
7. The **weird** kid at school _____.
8. You should **highlight** these words _____.
9. I made a **resolution** _____.
10. The end of the first **semester** _____.

a. are getting worse
b. aren't as important as real friends
c. about birds
d. is halfway through the school year
e. to be nicer to people
f. to eat less chocolate
g. the success of the project
h. with a yellow pen
i. this large machine
j. ate soup with a knife

PART B Match the clauses to make complete sentences.

1. I wanted to get fit _____.
2. Geology is my favorite subject, _____.
3. My paper was full of mistakes, _____.
4. My brother couldn't help me with my math homework _____.
5. In the first aid class, we learned what to do _____.
6. I wanted to find some information about volcanoes, _____.
7. That copy of the text book is too old, _____.
8. I need a computer _____.
9. I'll get some tea if _____.
10. You mustn't tell anyone this information; _____.

a. it's **private**
b. so I looked under "V" in the **index**
c. but he helped me **edit** it
d. you wait here **awhile**
e. so I went to the **gymnasium**
f. so you should find a more **recent** one
g. so I wrote an **essay** about rocks
h. because my essay has to be **typewritten**
i. if someone **faints**
j. because he's **ignorant** about math

The Magic Computer

I had a difficult geography project to finish by the end of the **semester**. My teacher wanted it to be **typewritten**, so I went to the school computer room. But when I got there, all the computers were turned off. Apparently there was a **recent** problem, and technicians were fixing it.

I knew of some **private** study rooms downstairs. They were small and dark, and the computers were very old, but I had no choice. At least the computers were **operating** correctly. I typed and **highlighted** the assignment's title: **"Evaluate** the Government's Response to **Global** Warming." But I didn't know what to write in my **essay**. Finally I decided to find a book to help me. I went to the library, checked the book **indexes** and eventually found a useful book. Then I returned to the computer.

When I looked at the screen, I saw something so **weird** that I nearly **fainted**! The essay was complete! Had somebody in **cyberspace** written it? I didn't know, but I was very happy. I printed it out and handed it in. I got an "A."

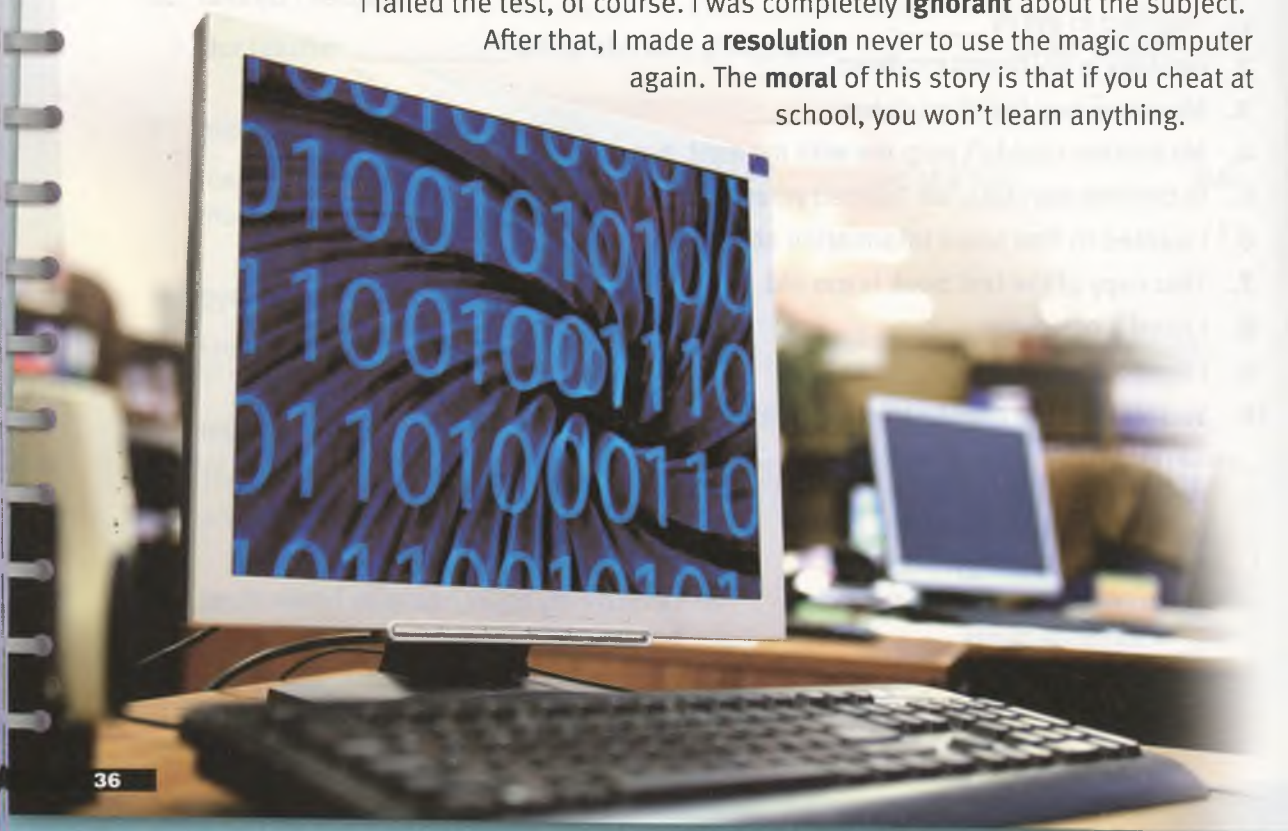
After that, I used the computer for all my assignments. I'd type the title, wait **awhile**, and the computer would do it. Every assignment was perfect; I never had to **edit** anything. I stopped paying attention to my teacher's **lectures** and spent my extra time in the **gymnasium**. And my grades got better and better.

A month later, I was walking into class when my friend said, "Are you prepared for the test?"

"What test?" I asked.

"The geography test!" he replied. "I hope you studied. It's worth seventy percent of our final grade!"

I failed the test, of course. I was completely **ignorant** about the subject. After that, I made a **resolution** never to use the magic computer again. The **moral** of this story is that if you cheat at school, you won't learn anything.



Reading Comprehension

UNIT 5

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The computers were turned off because there was a recent problem.

_____

2. ____ The private study rooms were upstairs.

_____

3. ____ The computers in the private study rooms weren't operating correctly.

_____

4. ____ In his project, the student had to evaluate the government's response to global warming.

_____

5. ____ The geography test was worth fifty percent of the final grade.

_____

6. ____ The student failed the test because he was completely ignorant about the subject.

_____

PART B **Answer the questions.**

1. How did the teacher want the project to be written?
   a. In first person
   b. Handwritten
   c. Typewritten
   d. In black ink

2. What was the project about?
   a. Global warming
   b. Economics
   c. Weird computers
   d. Computer science

3. What did the student NOT have to do in order to use the magic computer?
   a. Type in the essay title
   b. Edit his paper
   c. Plug it in
   d. Wait awhile

4. Where did the student spend his free time?
   a. In lectures
   b. In the gymnasium
   c. In the library
   d. In cyberspace

UNIT 6

Word List

absolute [æbsəlù:t] *adj.*

If something is **absolute**, it is total or complete.

→ *My presentation was an **absolute** disaster! It was terrible!*

alas [əlæs] *int.*

Alas is a word that people say when something bad happens.

→ *I looked everywhere for my purse, but **alas**, I couldn't find it.*

attentive [əténtiv] *adj.*

If you are **attentive**, you are careful and you pay attention.

→ *He is a good student because he is **attentive** to every detail on his work.*

cape [keip] *n.*

A **cape** is a large cloth that covers one's back and is tied around the neck.

→ *The superhero wore a long red **cape**.*

envision [invíʒən] *v.*

To **envision** something means to imagine that it may happen.

→ *I can **envision** my mom's face when I give her this present!*

evenly [í:vənli] *adv.*

When something happens **evenly**, it happens at the same rate or level.

→ *The food was handed out **evenly** among the hungry people.*

folk [fouk] *n.*

Folk are common or average people.

→ *I've invited all the **folks** from our street to a gathering at my place.*

melt [melt] *v.*

To **melt** means to turn from a solid to a liquid.

→ *The snowman that we made yesterday **melted** in the sun.*

patch [pætʃ] *n.*

A **patch** is a part of a surface that is different in appearance from the rest.

→ *There was one small **patch** of grass in the sand-covered desert.*

pleasure [plέʒər] *n.*

Pleasure is a feeling of happiness.

→ *The student smiled with **pleasure** when she received the prize.*

pop [pap] *n.*

A **pop** is a short, loud sound.

→ *I heard a loud **pop**; then my computer screen shattered.*

pudding [púdiŋ] *n.*

A **pudding** is a sweet dessert.

→ *Would you like some chocolate **pudding** and coffee for dessert?*

rail [reil] *n.*

A **rail** is a horizontal bar made of metal or wood.

→ *The cat was sitting on the **rail** of the fence.*

recipe [résəpi:] *n.*

A **recipe** is a set of instructions to make food.

→ *The apple cake that you made is really tasty. Can I have the **recipe**, please?*

role [roul] *n.*

A **role** is the normal purpose or function of a person or thing.

→ *My **role** at work is to check the quality of the products.*

shrink [ʃriŋk] *v.*

To **shrink** means to get smaller.

→ *If you stick to a healthy diet, your stomach will **shrink**!*

soak [souk] *v.*

To **soak** something means to make it very wet.

→ *You need to **soak** these beans overnight before you cook them.*

spark [spɑ:rk] *n.*

A **spark** is a small, quick flash of fire.

→ *As he welded the two pieces of metal together, **sparks** flew everywhere.*

spirit [spírit] *n.*

A **spirit** is someone's feelings and personality, but not a physical body part.

→ *He has a very outgoing **spirit**. He can make friends with anyone.*

suit [su:t] *n.*

A **suit** is a set of clothes. It usually includes a jacket with pants or a skirt.

→ *I wore my new **suit** on my date with Melissa.*

Exercise 1

PART A Choose the right word for the given definition.

1. a set of clothes
   a. spirit
   b. suit
   c. recipe
   d. rail

2. common people
   a. folk
   b. pleasure
   c. absolute
   d. attentive

3. to get smaller
   a. melt
   b. pop
   c. shrink
   d. envision

4. a large cloth worn on the back
   a. patch
   b. cape
   c. spark
   d. role

5. happening at the same rate everywhere
   a. evenly
   b. alas
   c. soaks
   d. pudding

PART B Choose the right definition for the given word.

1. melt
   a. to get smaller
   b. to turn to liquid
   c. to make wet
   d. to imagine

2. spark
   a. a flash of fire
   b. a set of clothes
   c. a sweet dessert
   d. a set of instructions

3. rail
   a. a horizontal bar
   b. a common person
   c. a normal purpose
   d. a different part of a surface

4. absolute
   a. said when bad things happen
   b. careful
   c. happening at the same rate
   d. total and complete

5. pleasure
   a. to make a noise
   b. to get smaller
   c. a feeling of happiness
   d. personality

Exercise 2

PART A Match the phrases to make complete sentences.

1. Mom made chocolate **pudding** _____.
2. He is very **attentive** _____.
3. People wore **capes** more often _____.
4. His strong **spirit** _____.
5. I can't **envision** you _____.
6. It was a **pleasure** _____.
7. His **role** at work is _____.
8. The cat is sitting on the **rail** _____.
9. For this **recipe**, I will need _____.
10. There were **sparks** flying _____.

a. of the fence
b. two hundred years ago
c. during science class
d. to manage the team of employees
e. flour, eggs and sugar
f. as a politician
g. for dessert last night
h. out of the computer
i. to meet you
j. could not be hurt from mean comments

PART B Match the clauses to make complete sentences.

1. If you wash this silk shirt in hot water, _____.
2. Tony didn't practice the presentation, _____.
3. I studied hard for the test, _____.
4. Dan was very unlucky _____.
5. Christmas is an important holiday _____.
6. If you put the butter near the fire, _____.
7. This pan was so dirty _____.
8. To protect the kingdom, _____.
9. I knew the television had broken _____.
10. At work, we have to dress well, _____.

a. the soldiers spread out **evenly**
b. because he fell in a **patch** of rocks
c. so it was an **absolute** disaster
d. it will **melt**
e. it will **shrink**
f. when **folks** meet with their families
g. so I usually wear a **suit**
h. that I had to **soak** it overnight
i. when I heard the **pop**
j. but **alas**, I still didn't do very well

Jack Frost and the Pudding

Every winter, a magical boy with a wild **spirit** named Jack Frost arrives in town. He wears a white **cape**, and his **role** is to cover everything with frost and ice. But Jack Frost also gets **pleasure** from playing tricks on common **folks**.

One dark winter evening, he was sitting on the **rail** of a fence near a river, pointing at some trees. When he did so, there was a **pop**, and the trees were **evenly** covered in frost.

Then old Tom Muggins came along the path. He was carrying a basket of ingredients for his wife's cake **recipe**. "I'll have some fun with him!" said Jack Frost. He pointed, and suddenly there was a **patch** of ice on the path. Poor Tom slipped and fell into the river. The bags of flour, fruit and sugar fell open and got wet. A couple of eggs broke, and a stick of butter **shrank** in the water. Tom gathered the ingredients and climbed out of the river. The food made an **absolute** mess of the path. "**Alas**!" he cried. "There'll be no cake for me!"

Jack Frost laughed at poor Tom because his nice **suit** got **soaked** as well. "Are you cold?" he said. "Don't worry, I'll make you warm!" He pointed at the mess in Tom's basket. Suddenly, there was a **spark**. What was left of the food caught fire! Jack Frost ran off laughing.

Poor Tom sat by the fire. He could only **envision** how angry his wife would be. He wished he had been more **attentive** and noticed that Jack was around.

Suddenly, a pleasant smell came from the basket. Tom looked inside. The butter was **melting** and the eggs were starting to cook! Even the fruit began to simmer. Soon there was a fat, brown **pudding** in the basket! Tom tasted it. It was delicious! He happily took it home for dessert. Although Jack Frost had tried to make Tom's life difficult, Jack had actually made Tom a wonderful pudding!

Reading Comprehension

UNIT 6

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Tom Muggins likes playing tricks on folks.

_____

2. ____ Jack Frost was sitting on the rail of a fence.

_____

3. ____ Jack Frost's role is to cover everything with fire.

_____

4. ____ Tom wished that he had been more attentive.

_____

5. ____ Tom said "Alas!" because he knew he wouldn't have any cake.

_____

6. ____ When Jack Frost set fire to the food, the eggs started to melt.

_____

PART B **Answer the questions.**

1. What was Tom wearing?
   a. A nice suit
   b. A wild spirit
   c. A cape
   d. White trousers

2. Which of the following was NOT an ingredient of the wonderful pudding?
   a. A couple of eggs
   b. Fruit
   c. Sugar
   d. Chocolate

3. What shrank when it got soaked in the river?
   a. Tom's suit
   b. A stick of butter
   c. The basket
   d. The flour

4. What happened when there was a pop sound?
   a. Tom fell into the river.
   b. The food caught fire.
   c. The trees became covered in frost.
   d. A patch of ice formed.

UNIT 7

Word List

account [əkáunt] *n.*

An **account** with a bank is an arrangement to keep one's money there.

→ *After I paid for the new car, my bank **account** was nearly empty.*

architect [á:rkitèkt] *n.*

An **architect** is a person who designs buildings.

→ *The plans for building the new home were drawn by a famous **architect**.*

conceal [kənsí:l] *v.*

To **conceal** something means to hide it.

→ *You should **conceal** your money so no one can take it from you.*

crime [kraim] *n.*

A **crime** is something bad that a person does that can be punished by law.

→ *Police quickly arrived at the scene of the **crime**.*

deed [di:d] *n.*

A **deed** is a certificate that proves that someone owns something.

→ *When she bought the car, she was given a **deed** to show the car was hers.*

gratitude [grǽtətjù:d] *n.*

Gratitude is a feeling of being thankful.

→ *The kids showed Aunt Tess much **gratitude** for visiting them.*

habitat [hǽbətæ̀t] *n.*

A **habitat** is the natural home of animals or plants.

→ *Frogs are often found in a wet **habitat**, such as near a lake, river, or pond.*

intervene [ìntərví:n] *v.*

To **intervene** means to help stop a problem between two people or groups.

→ *The students argued until the teacher **intervened**.*

landmark [lǽndmà:rk] *n.*

A **landmark** is an object that helps people find or remember a location.

→ *The tall tree was used as a **landmark** for people to find the road to the inn.*

legal [lígəl] *adj.*

If something is **legal**, it is related to the law or allowed by the law.

→ *It was not **legal** for him to drive until he was eighteen years old.*

memorable [mémərəbəl] *adj.*

If something is **memorable**, then it is remembered for a special reason.

→ *The party was **memorable**; people were still talking about it years later.*

oblige [əbláidʒ] *v.*

To **oblige** someone means to require them to do something.

→ *If I wanted to have playtime, I was **obliged** to clean my room once a week.*

offense [əfêns] *n.*

An **offense** is an action that breaks the law and requires punishment.

→ *He was put in jail for two days for the **offense**.*

proclaim [prouklêim] *v.*

To **proclaim** something means to say it in public.

→ *The army general **proclaimed** that the war was won.*

rally [rǽli] *n.*

A **rally** is a large public meeting in order to support something.

→ *The school had a **rally** in the gym to support the basketball team.*

resolve [rizálv] *v.*

To **resolve** something means to find a solution.

→ *She **resolved** the problem with her children by giving them both a toy.*

resource [rí:so:rs] *n.*

Resources are a person or country's money and materials that they can use.

→ *The poor man didn't have the **resources** to feed himself.*

sentence [séntəns] *n.*

A **sentence** is punishment given to someone who didn't follow the law.

→ *The **sentence** for stealing a car is much worse than for stealing candy.*

volunteer [vàləntíər] *v.*

To **volunteer** means to offer to do something for free.

→ *Many people **volunteered** to help the adults learn to read.*

witness [wítnis] *n.*

A **witness** is someone who sees or hears a crime or accident happen.

→ *The woman was the only **witness** of the horrible crime.*

Exercise 1

PART A Choose the right word for the given definition.

1. to work to correct a problem between two people
   a. oblige
   b. intervene
   c. conceal
   d. volunteer

2. allowed by the law
   a. legal
   b. offense
   c. memorable
   d. gratitude

3. to find a solution
   a. proclaim
   b. sentence
   c. resolve
   d. rally

4. an object that helps people remember a place
   a. witness
   b. landmark
   c. account
   d. resource

5. something a person does that can be punished by law
   a. architect
   b. deed
   c. habitat
   d. crime

PART B Choose the right definition for the given word.

1. memorable
   a. natural
   b. thankful
   c. special
   d. public

2. witness
   a. a designer of buildings
   b. an important person
   c. someone who obeys the law
   d. a person who sees a crime

3. deed
   a. money and materials
   b. proof of ownership
   c. a natural home
   d. an action that breaks the law

4. sentence
   a. a punishment for a crime
   b. an object that helps people
   c. something against the law
   d. a large public meeting

5. proclaim
   a. to hide something
   b. to offer to help
   c. to say in public
   d. to stop a problem

Exercise 2

Choose the answer that best fits the question.

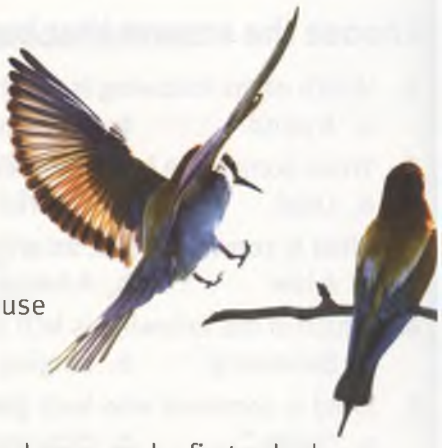
1. Which of the following is most likely a habitat?
   a. A pond b. A bridge c. A broom d. A picture
2. When something is concealed, what is it called?
   a. Loud b. Colorful c. Hidden d. Quick
3. What is something that an architect makes?
   a. A law b. A house c. A cake d. A dress
4. Which of the following is NOT legal?
   a. Swimming b. Singing c. Crying d. Stealing
5. What is someone who feels gratitude most likely to say?
   a. "Hello." b. "I'm sorry." c. "Go away." d. "Thank you."

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. The government has enough money and materials to help all its people.
   _____
2. The town had a large public meeting to discuss the problem with the sidewalks.
   _____
3. The necklace was remembered for a special reason because it was from her grandmother.
   _____
4. His act that broke the law was serious enough to require him to stay in jail for 60 days.
   _____
5. She had just enough money in her arrangement with the bank.
   _____
6. Children are required to go to school in most countries.
   _____
7. My uncle said in public that he was an old friend of the mayor.
   _____
8. Four students offered to help to carry the table downstairs.
   _____
9. A bear's natural home is usually large forests areas with mountains.
   _____
10. He was filled with a feeling of being thankful when he was given the dog.
    _____

The Architect's Plan



An **architect** wanted to build a new office building. He selected some land that seemed perfect. He planned to cut down the trees to make room for the building. But there was a problem . . . a big problem.

The land was actually the **habitat** of several types of birds. Some nature lovers were very upset with the architect. First, they held a **rally** and told others about the issue. Then, they decided to take **legal** action because the architect didn't respect the animals' rights.

To **resolve** the problem, they asked a judge to **intervene**.

The judge could not call any **witnesses** for the nature lovers, so he first asked the architect to tell his side of the story.

"Why are you going to destroy the birds' habitat?" the judge asked.

The architect replied, "I have the **deed** to the land. I want to make a great building there. As you may know, all my buildings become **memorable landmarks**."

Then one of the nature lovers spoke. "We believe that there's no reason to destroy all the trees. We just want to protect the birds."

Then the judge made his decision. "I **proclaim** that the office building should be built," he said. "It is not a **crime** to remove those trees. I cannot give you a **sentence** for any **offenses**, but I feel **obliged** to make one request. I will only allow you to use half of the land. The other half will remain free, so the birds have a place to live.

The nature lovers could not **conceal** their **gratitude**. All of the people cheered.

The architect said, "I have an idea. I will **volunteer** my time and efforts to design a new type of building. It will provide bushes on the roof where birds can live. There are enough **resources** in my company's bank **account** to create the best building ever made."

The architect did exactly as he promised. He built this new type of building, which was loved by everyone.

Reading Comprehension

UNIT 7

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The architect wanted to build a new school.

_____

2. ____ The land was the habitat of several types of birds.

_____

3. ____ The judge first asked the architect what happened.

_____

4. ____ The architect had a deed to the land.

_____

5. ____ The architect could not conceal his gratitude, so he cheered.

_____

6. ____ There were enough resources in the company's bank account to build a new building.

_____

PART B **Answer the questions.**

1. Why did the group have a rally?
   a. To ask for more rights
   b. To talk about the issue
   c. To list names of witnesses
   d. To talk to the architect

2. Which of the following about the land did the architect NOT tell the judge?
   a. He wanted to make a great building.
   b. He had a deed for the land.
   c. He thought nobody lived there.
   d. His building would be a memorable landmark.

3. What did the group do in order to resolve the problem with the architect?
   a. Ask a judge to intervene
   b. Proclaim war on the architect
   c. Move the birds to a new habitat
   d. Sell the land to the architect

4. What did the judge decide to give the architect as a sentencing?
   a. He gave him five years in prison.
   b. He had to pay the nature lovers money.
   c. He could not build any more buildings.
   d. He was not given a sentence.

UNIT 8

Word List

access [ækses] *n.*

Access is the right to enter or use something.

→ *The manager was the only person with **access** to the password.*

conduct [kάndʌkt] *n.*

Conduct is the way that someone acts.

→ *She was punished for her bad **conduct**.*

constant [kάnstənt] *adj.*

When an event or action is **constant**, it happens a lot or all the time.

→ *The television at home is in **constant** use.*

crack [kræk] *n.*

A **crack** is a narrow space between the parts of something broken.

→ *The old window was covered with **cracks**.*

device [diváis] *n.*

A **device** is an object or a machine.

→ *A thermometer is a **device** that tells temperature.*

enclose [inklóuz] *v.*

To **enclose** something is to contain it.

→ *The cows in the field were **enclosed** by a fence.*

grip [grip] *v.*

To **grip** something is to hold it very tightly.

→ *I was scared, so I **gripped** my older sister's hand.*

halt [hɔ:lt] *v.*

To **halt** is to stop moving.

→ *The criminal **halted** when he saw the police coming.*

impending [impéndiŋ] *adj.*

If something is **impending**, it is going to happen soon.

→ *The student was nervous about his **impending** test.*

influence [influəns] *v.*

To **influence** someone or something is to have an effect over them.

→ *My friend **influenced** my decision to attend Terrance University.*

law [lɔ:] *n.*

A **law** is a rule made by the legislative body.

→ *The students learned about different **laws** during social studies class.*

mode [moud] *n.*

A **mode** is a setting or condition on a machine.

→ *Mother turned the TV to quiet **mode** while she talked on the phone.*

perspire [pərspáiər] *v.*

To **perspire** means to sweat.

→ *I usually **perspire** a lot when I am at practice.*

replace [ripléis] *v.*

To **replace** something is to put it in the place of something else.

→ *I **replaced** the tire on my car because it was flat.*

snap [snæp] *v.*

To **snap** something means to break it suddenly, which causes a loud noise.

→ *I took the stick and **snapped** it with my hands.*

sly [slai] *adj.*

If a person or animal is **sly**, they are sneaky or good at tricking people.

→ *The **sly** fox stole the eggs from the nest.*

tend [tend] *v.*

To **tend** to do something is to be likely to do it or to do it often.

→ *My mom **tends** to buy me the perfect gift each Christmas.*

valid [vælid] *adj.*

When something is **valid**, it is correct or based on good reasoning.

→ *The expert's opinion on the subject was more **valid** than others.*

version [və́:rʒən] *n.*

A **version** is an account of something that differs slightly from the original.

→ *She read the students British **version** of the Chinese fairy tale.*

whatsoever [*h*wàtsouévər] *adj.*

You use **whatsoever** after a noun to emphasize that there is nothing of that thing.

→ *The boy had no idea **whatsoever** how to solve the story problem.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **conduct / replace**

   Mr. Holloway was sent to _____ the old coach, who was known for his wild _____ during games.

2. **influenced / laws**

   Decisions made in courts are often _____ by the personal views of the judge. In some cases, the decisions help change _____.

3. **gripped / snapped**

   I _____ the pencil and squeezed it until it _____.

4. **whatsoever / enclosed**

   My father _____ a check in the letter he sent me. He always offered to help even if I didn't ask for any help _____.

5. **constantly / impending**

   The soldier dreaded the _____ battle. He _____ thought about what might happen to him.

6. **tends / cracks**

   I saw several _____ in the ice. This _____ to happen when the weather becomes warmer.

7. **device / mode**

   Sheila took the _____ from her purse and pressed a couple of buttons. It took her awhile to figure out how to turn it to silent _____.

8. **halt / access**

   She ran from room to room quickly, but _____ suddenly. She couldn't have _____ to the room without a key.

9. **valid / version**

   The student had a _____ reason for leaving the classroom when his teacher was gone. He tried to explain his _____ of what happened while she was gone.

10. **sly / perspired**

    The thief _____ while the police questioned him. They didn't feel sorry for the _____ crimminal.

Exercise 2

PART A Match the phrases to make complete sentences.

1. Scientists have a **device** that helps _____.
2. The driver **gripped** the wheel _____.
3. I always **perspire** more often _____.
4. The concert **halted** _____.
5. The **sly** boy took a cookie while _____.
6. My father **replaced** the old _____.
7. He had a **valid** reason _____.
8. I **snapped** the toy _____.
9. The teacher **tends** to give the best grades to _____.
10. I got no joy **whatsoever** from getting _____.

a. as she turned around the corner
b. when the electricity went out
c. by holding it too tightly
d. light bulb with a new one
e. in the summer
f. them tell how old an object is
g. to miss school today
h. students who do all of their homework
i. my brother in trouble
j. his mother wasn't watching him

PART B Match the clauses to make complete sentences.

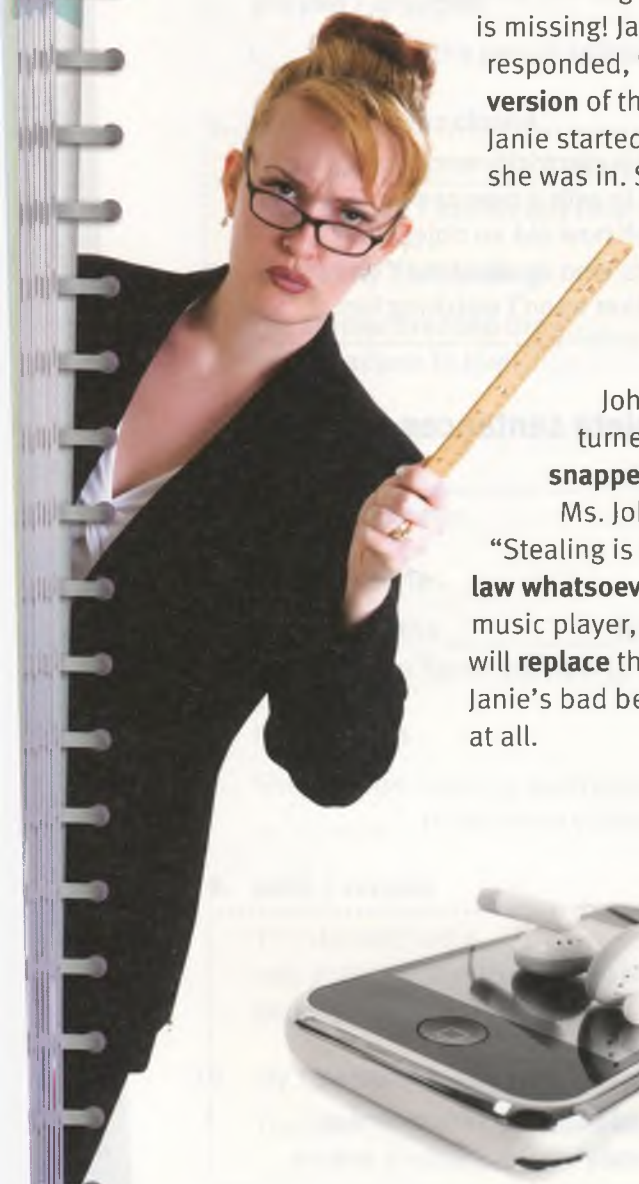
1. He didn't understand, _____.
2. He was told to behave, _____.
3. Joe was such a bad person _____.
4. To keep the jewels safe, _____.
5. Be careful _____.
6. Mark tried the code, _____.
7. She practices the violin during the day, _____.
8. He studied hard _____.
9. She turned her phone off, _____.
10. He replaced the glass _____.

a. but he wasn't given **access** to the room
b. because he can **influence** people to do anything
c. because the **impeding** test was so important
d. so the **constant** music wouldn't annoy the neighbors
e. that he broke every **law**
f. it was **enclosed** in glass
g. because there were **cracks** in it
h. so they told him a different **version**
i. so his **conduct** was excellent
j. so the **mode** wouldn't disturb anyone

Janie and the Music Player

Janie had **constant** thoughts about getting a music player. One day, she was late to class. She hurried down the hall but **halted** when she saw a backpack on the floor. She looked inside and found nothing but some books. She reached inside the bag and felt a small object at the bottom. It was a music player **enclosed** in a black case! Janie **tended** to be honest, and she had no **valid** reason to take the device. However, her desire for the player **influenced** her decision. Janie was being **sly**. She put the **device** into her own backpack. When she arrived at class, she gave her teacher the bag. "I found this," she said.

Ms. Johnson asked, "Does this backpack belong to anyone?" A girl named Linda claimed the bag. Linda looked inside and yelled, "My music player is missing! Janie took it!" Janie answered, "I did not." Linda responded, "You were the only one that had **access** to it! If your **version** of the story is true, you'll let Ms. Johnson check your bag." Janie started to **perspire** as she realized the **impending** trouble she was in. She **gripped** her bag tightly.



Ms. Johnson took the bag from Janie. Inside she found the player. "Janie, I never expected this kind of **conduct** from you," she said. "You've always been such a good student."

Ms. Johnson gave Linda the player. Linda said, "Ms. Johnson, look!" There was a **crack** along one side. She turned it to the "on" **mode**, but it wouldn't work. It must've **snapped** while Janie was holding onto the bag so tightly.

Ms. Johnson called Janie's parents. They were very upset. "Stealing is illegal. You have no respect for the **law whatsoever**," they said. "We bought you a music player, but we're giving it to Linda. It will **replace** the one you broke." In the end, Janie's bad behavior left her with nothing at all.

Reading Comprehension

UNIT 8

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Janie thought constantly about a device that played videos.

_____

2. ____ Janie halted while she walked to class because she found a backpack.

_____

3. ____ Janie found the player when she gripped the bag.

_____

4. ____ The backpack belonged to a student in Janie's class.

_____

5. ____ When Linda put the player to "on" mode, it started to work.

_____

6. ____ Janie's parents gave the music player to Linda to replace the one she broke.

_____

PART B Answer the questions.

1. What did Janie find enclosed in the black case?
   a. A music player
   b. A backpack
   c. A locker
   d. A key

2. The reading explains that Janie lied to her teacher about what?
   a. A backpack she found
   b. Taking Linda's music player
   c. The reason she snapped the player
   d. How the player got a crack

3. What did Ms. Johnson NOT expect from Janie?
   a. Bad conduct
   b. Her banking information
   c. Poor schoolwork
   d. Her influence

4. Janie's parents said she had no respect whatsoever for what?
   a. Her impending trouble
   b. The law
   c. Her sly behavior
   d. The valid reasons

UNIT 9

Word List

alongside [əlɔ:ŋsáid] *adv.*

If something is **alongside** another thing, then it is next to it.

→ *We work **alongside** each other in the office.*

appetite [ǽpitàit] *n.*

Your **appetite** is your hunger for food.

→ *Tom has a big **appetite**. He eats all the time.*

assist [əsíst] *v.*

To **assist** someone is to help them.

→ *Andrew **assisted** me with my homework.*

breeze [bri:z] *n.*

A **breeze** is a soft wind.

→ *The **breeze** caused the leaves to fall off the tree.*

defy [difái] *v.*

To **defy** someone is to work against them or refuse to do what they say.

→ *The students got into trouble for **defying** their teacher's rules.*

display [displéi] *v.*

To **display** something is to show it, especially by putting it in a certain place.

→ *The museum **displayed** many wonderful paintings.*

efficient [ifíʃənt] *adj.*

If something or someone is **efficient**, they do not waste energy.

→ *My car is very **efficient**. I rarely have to buy gas.*

feeble [fi:bəl] *adj.*

If someone is **feeble**, they are small or weak.

→ *The boy was too **feeble** to carry the object very far.*

forgive [fə:rgív] *v.*

To **forgive** someone is to stop being angry with them.

→ *Sandra **forgave** Peter after he said he was sorry.*

lively [láivli] *adj.*

If someone is **lively**, they have a lot of energy.

→ *Jennifer is very **lively**: she's always running and playing.*

majestic [mədʒéstik] *adj.*

If something is **majestic**, it is large and beautiful.

→ *The rich people lived in a big, **majestic** house.*

nor [nɔ:r] *conj.*

You use **nor** to connect two negative ideas.

→ *I eat neither apples **nor** oranges. I don't like either one.*

outraged [áutrèidʒ] *adj.*

If someone is **outraged**, they are very angry.

→ *My father was **outraged** when he saw that I had crashed his car.*

pessimistic [pèsəmístik] *adj.*

If someone is **pessimistic**, they believe that the worst will happen.

→ *John is **pessimistic**. He always thinks something bad will happen.*

rumor [rú:mər] *n.*

A **rumor** is something people talk about even though it may not be true.

→ *Kevin was spreading **rumors** about Marcia to everyone.*

slap [slæp] *v.*

To **slap** someone means to hit them with the palm of the hand.

→ *Out of anger, Helen **slapped** Eunice on the face.*

smash [smæʃ] *v.*

To **smash** something is to break it into many small pieces.

→ *Jacob **smashed** the window with a rock.*

subject [sʌ́bdʒikt] *n.*

A **subject** is the topic that is being discussed or taught.

→ *The **subject** of Marco's speech was the economy.*

wage [weidʒ] *n.*

A **wage** is the money that a person gets for doing a job.

→ *The **wages** I receive from my job are really great!*

whereas [hwɛərǽz] *conj.*

You use **whereas** to show how two things are different.

→ *My sister loves horror movies, **whereas** I prefer comedies.*

Exercise 1

PART A Choose the right word for the given definition.

1. a gentle wind
   a. breeze
   b. appetite
   c. subject
   d. display

2. money for a job
   a. rumor
   b. forgive
   c. wage
   d. whereas

3. big and beautiful
   a. feeble
   b. majestic
   c. efficient
   d. outraged

4. full of energy
   a. lively
   b. nor
   c. pessimistic
   d. alongside

5. used to show how two things are different
   a. alongside
   b. smash
   c. defy
   d. whereas

PART B Choose the right definition for the given word.

1. pessimistic
   a. to show something
   b. believing that something bad will happen
   c. full of energy
   d. large and beautiful

2. slap
   a. to hit someone
   b. to break something
   c. to be beside
   d. to be small or weak

3. rumor
   a. to pay
   b. to become windy
   c. to be a sign
   d. an unproven story

4. outraged
   a. angry
   b. connecting two ideas
   c. showing contrast
   d. believing something bad will happen

5. defy
   a. hunger
   b. to stop being angry
   c. helping someone
   d. to go against

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Jim walks to school beside Tim.

   _____

2. I needed Jamie to help me in fixing my car.

   _____

3. The story that may not be true about his life is spreading around town.

   _____

4. I spend all my money that I make at my job on new clothes.

   _____

5. The chair broke into small pieces when Rob sat down on it.

   _____

6. Bob is small and weak because he doesn't eat healthy food.

   _____

7. My new car is not wasteful.

   _____

8. My favorite topic to study in school is science.

   _____

9. She was very angry when someone stole her purse.

   _____

10. I stopped being angry at Joseph when he said he was sorry.

    _____

Exercise 3

Choose the answer that best fits the question.

1. Which of the following connects two negative ideas?
   a. A breeze b. Nor c. Defy d. An outrage
2. What is a positive way to describe someone?
   a. Forgive b. Pessimistic c. Lively d. Feeble
3. What can you study in school?
   a. A breeze b. A subject c. A wage d. An outrage
4. What controls how much you eat?
   a. Your appetite b. Your subject c. Your herald d. An efficient mouth
5. If you are showing something, what are you doing?
   a. Assist b. Displaying it c. Slapped d. Smashed

Growing to be Great

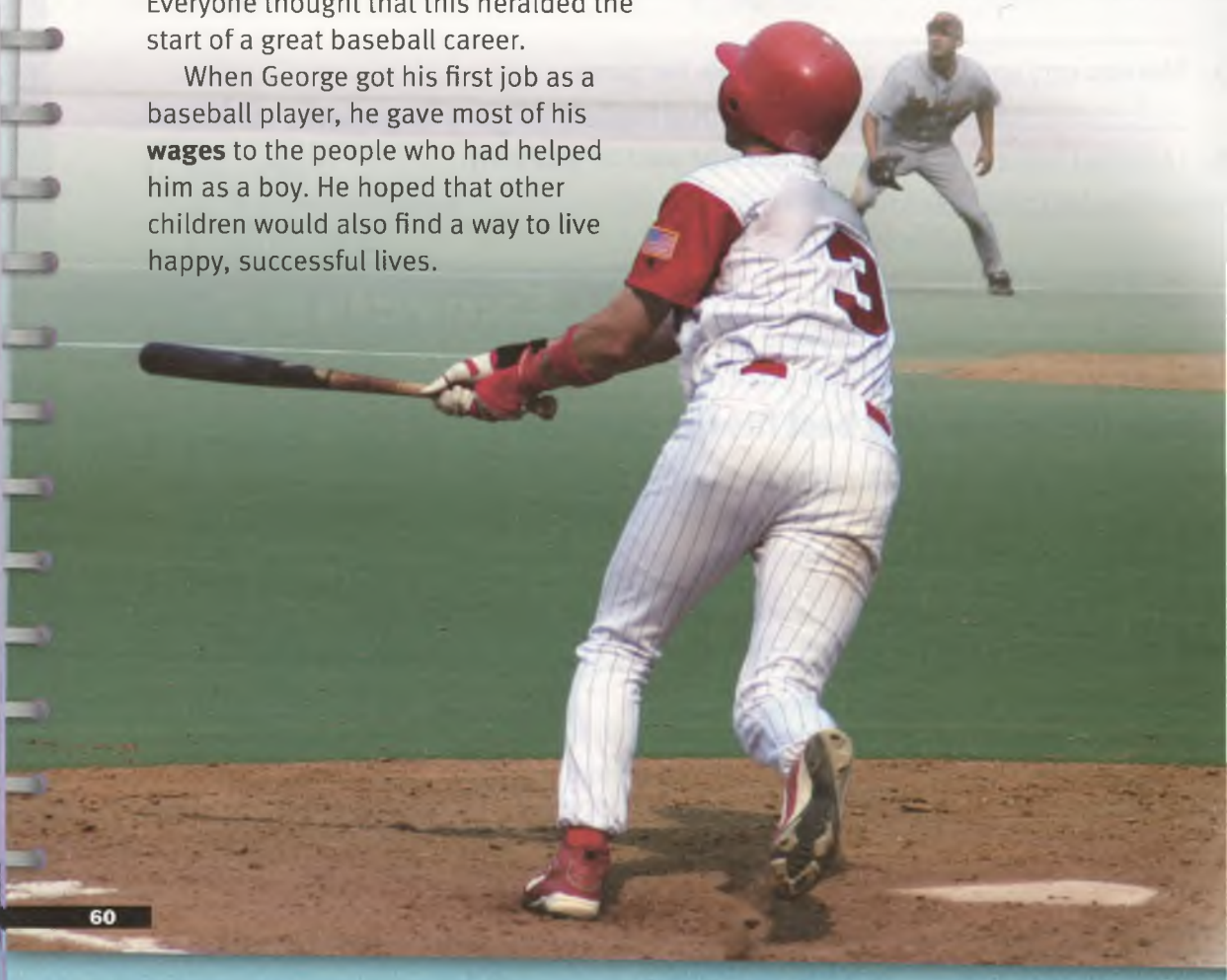
When George was just a boy, he didn't have any parents. The **rumor** was that they died in a car accident. Many bad things could have happened to George, but he was lucky. He was sent to live **alongside** other children without parents. There were kind people to **assist** George and help him go forward with his life. However, he was a **pessimistic** and mean little boy.

George was often **outraged**. He told mean rumors about the other kids. He **smashed** furniture and even **slapped** other boys. He **defied** anyone who tried to help him, and soon it was difficult for them to **forgive** him. But George did **display** a love for one thing. He loved to play baseball. **Whereas** he was lazy in school and liked neither the **subjects** **nor** the teachers, he was **lively** and happy when he played baseball.

One of George's teachers noticed his talent. He began to work with the boy. At first they only talked about baseball. The teacher watched George play. He was a very **efficient** hitter. He almost never missed the ball. The teacher thought that George looked **majestic** when he played. When George hit the ball, it flew through the **breeze** as if it would never come down. In time, they began to talk about other things. They talked about George's family and his dreams for the future. They developed a very good relationship.

As George got older, he began to grow. His **appetite** was huge. He ate and ate. He got stronger. Soon the other boys and even the teachers looked small and **feeble** next to him. Everyone thought that this heralded the start of a great baseball career.

When George got his first job as a baseball player, he gave most of his **wages** to the people who had helped him as a boy. He hoped that other children would also find a way to live happy, successful lives.



Reading Comprehension

UNIT 9

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ___ George grew up alongside other children who didn't have parents.

   _____

2. ___ George looked majestic when he played baseball.

   _____

3. ___ George was a feeble boy with a small appetite.

   _____

4. ___ When George grew up, he gave some of his wages to the people who had assisted him.

   _____

5. ___ George was a lively student who liked many subjects.

   _____

6. ___ George smashed things and slapped other boys when he was outraged.

   _____

PART B Answer the questions.

1. Why did one of George's teachers begin to work with him?
   a. George displayed a talent for baseball.
   b. No one wanted to talk to George.
   c. George was a pessimistic student.
   d. George didn't like the boys at school.

2. When was George lively and happy?
   a. When he had lunch with other children
   b. When he was playing baseball
   c. When he was at school
   d. When he got married

3. Why was George good at baseball?
   a. He was very tall.
   b. He could swim very well.
   c. He was a very efficient hitter.
   d. He usually defied his teachers.

4. What was the rumor about George's parents?
   a. They were very sick.
   b. They were not able to take care of him.
   c. They went on a trip.
   d. They died in a car accident.

UNIT 10

Word List

animate [ænəmit] *adj.*

When something is **animate**, it has life.

→ *Rocks and machines are not **animate** things.*

classify [klǽsəfài] *v.*

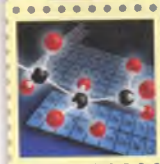
To **classify** things is to put them into groups based on their type.

→ *The biologist **classified** the plant as a completely new species.*

concede [kənsíːd] *v.*

To **concede** is to admit that something is true against your wish.

→ *The student **conceded** that he had cheated on the test.*



concept [kɑ́nsept] *n.*

A **concept** is an idea about something.

→ *I learned some **concepts** of molecules before working in the science lab.*

construct [kənstrʌ́kt] *v.*

To **construct** something means to make or build it.

→ *The men used wood and metal to **construct** a house.*

decade [dékeid] *n.*

A **decade** is a period of ten years.

→ *She celebrated her three **decades** of work with the company.*

diagram [dáiəgræ̀m] *n.*

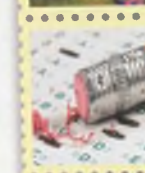
A **diagram** is a simple drawing that explains what something is or how it works.

→ *By following the **diagram**, I was able to put the desk together.*

ferry [féri] *n.*

A **ferry** is a boat that carries passengers over short distances.

→ *The **ferry** took the people across the lake.*



handy [hǽndi] *adj.*

If something is **handy**, it is useful.

→ *An eraser is **handy** if you make a lot of mistakes.*

isolate [áisəlèit] *v.*

To **isolate** is to separate one person or thing from a group.

→ *The teacher **isolated** the bad child from the class before talking with her.*

longing [lɔ́(:)ŋiŋ] *n.*

A **longing** is a strong feeling of wanting.

→ *Since he skipped breakfast, he had a **longing** for food all morning.*

numerous [njúːmərəs] *adj.*

If something is **numerous**, there are many of those things.

→ *It was hard to drive fast since there were **numerous** holes in the road.*

particle [páːrtikl] *n.*

A **particle** is a very small piece of something.

→ *The bottles of wine were covered in a layer of dust **particles**.*

plea [pliː] *n.*

A **plea** is a request that is urgent or emotional.

→ *The poor, hungry man made a **plea** for food.*

refrain [rifréin] *v.*

To **refrain** from something is to avoid doing it.

→ *The doctor asked Mary to **refrain** from eating fast food as part of her diet.*

review [rivjúː] *n.*

A **review** of something is a formal inspection of it by people in authority.

→ *The government ordered a careful **review** of the economic situation.*

sophisticated [səfístəkèitid] *adj.*

If someone is **sophisticated**, they know many things about the world.

→ *Jake is one of the most **sophisticated** persons I've ever met.*

surrender [səréndər] *v.*

To **surrender** something is to give it up.

→ *The thief **surrendered** the money to the police when he was caught.*

upright [ʌ́pràit] *adj.*

If something is **upright**, it is standing up straight.

→ *Meerkats can't walk like humans, but they can stand **upright**.*

worthwhile [wə̀ːrhwáil] *adj.*

If something is **worthwhile**, it is important or useful.

→ *On his visit to Canada, he realized studying English was **worthwhile**.*

Exercise 1

PART A Choose the right word for the given definition.

1. a formal inspection
   a. review
   b. diagram
   c. plea
   d. longing

2. to accept the truth
   a. isolate
   b. classify
   c. construct
   d. concede

3. an idea about how something is
   a. decade
   b. ferry
   c. concept
   d. particle

4. knowing a lot about the world
   a. upright
   b. sophisticated
   c. handy
   d. surrender

5. important
   a. refrain
   b. numerous
   c. worthwhile
   d. animate

PART B Choose the right definition for the given word.

1. particle
   a. a small piece of something
   b. a drawing
   c. a formal inspection
   d. a strong feeling of want

2. decade
   a. an idea about something
   b. a period of ten years
   c. a type of boat
   d. a thing that has life

3. upright
   a. important
   b. to not do something
   c. standing straight
   d. a request

4. isolate
   a. to separate
   b. to group together by type
   c. to give up
   c. to accept the truth

5. handy
   a. to make something
   b. common
   c. plentiful
   d. useful

Exercise 2

Choose the word that is the better fit for each blank.

1. **animate / particle**

   Scientists thought that the tiny _____ was not a living thing, so they were very surprised to find that it was indeed _____.

2. **handy / numerous**

   My uncle, the carpenter, keeps _____ tools in his truck. However, he keeps the most _____ ones on his tool belt at all times.

3. **classify / upright**

   One way that scientists _____ the different species of early humans is by how they walked. *Homo Erectus*, for example, walked _____.

4. **longing / plea**

   After sitting in the cell for just one hour, the prisoner felt a _____ to be free. He made a _____ to the officers to release him immediately.

5. **sophisticated / worthwhile**

   Learning how to speak another language is a _____ skill to have in the world of international business. It also can make one into a more _____ person.

6. **review / concept**

   Jack had a great _____ for a new system, but his boss needs to conduct a thorough _____ to see if it will work.

7. **diagram / isolate**

   William used a piece of white paper to _____ the different plants in the garden. That made it easier for him to draw a _____ of the leaves of each type of plant.

8. **constructed / decades**

   The great pyramids of Egypt were not _____ overnight. In fact, it took many _____ to complete them.

9. **concede / ferry**

   As he drove his car onto the _____, John felt sad. He wanted to travel by airplane, but after looking at ticket prices, he had to _____ that air travel was just too expensive.

10. **refrain / surrender**

    In maintaining good health, it is important to _____ from eating unhealthy foods. But that doesn't mean you must _____ all of the foods that you enjoy.

Anton's Great Discovery

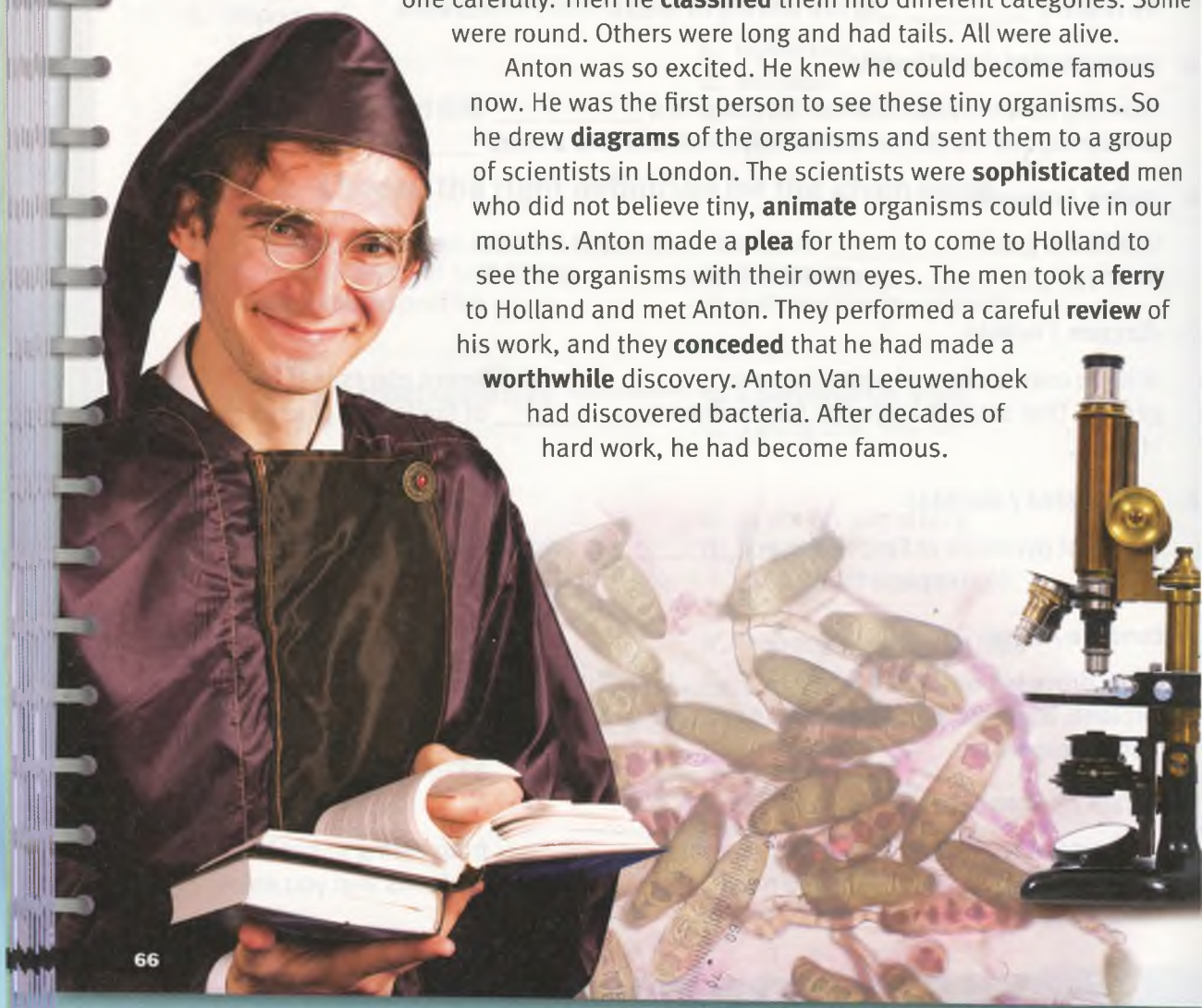
Anton Van Leeuwenhoek was a Dutch cloth merchant. His life began to change after he got his first microscope in 1653. It was a very simple microscope. It had a lens in an **upright** stand. It could make small things look large. It was **handy** for looking closely at cloth.

Soon, Anton felt a **longing** to build a more powerful microscope. He dreamed of using it to make an important scientific discovery. He wanted to become famous. Three **decades** later, he did.

For many years, Anton experimented with microscopes and lenses. Eventually he **constructed** a very powerful microscope. If he had sold the **concept** to others, it would have made him very rich. However, Anton **refrained** from **surrendering** his secret to anyone. Instead, he wanted to use it to become famous. So he used his secret microscope to study the natural world.

One day he was looking at saliva from his mouth with the microscope. In the saliva, he saw **numerous** tiny **particles**. Some of them were moving! He thought that the particles were tiny organisms. So he **isolated** them from each other and studied each one carefully. Then he **classified** them into different categories. Some were round. Others were long and had tails. All were alive.

Anton was so excited. He knew he could become famous now. He was the first person to see these tiny organisms. So he drew **diagrams** of the organisms and sent them to a group of scientists in London. The scientists were **sophisticated** men who did not believe tiny, **animate** organisms could live in our mouths. Anton made a **plea** for them to come to Holland to see the organisms with their own eyes. The men took a **ferry** to Holland and met Anton. They performed a careful **review** of his work, and they **conceded** that he had made a **worthwhile** discovery. Anton Van Leeuwenhoek had discovered bacteria. After decades of hard work, he had become famous.



Reading Comprehension

UNIT 10

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Anton's first microscope had an upright stand.

_____

2. ____ Anton had a longing to become rich.

_____

3. ____ The tiny particles Anton saw were bacteria.

_____

4. ____ Anton classified the particles into different categories.

_____

5. ____ The sophisticated scientists drew diagrams of the bacteria.

_____

6. ____ Anton took a ferry to Holland.

_____

PART B **Answer the questions.**

1. Which is true about Anton's discovery?
   a. It isolated him from his work.
   b. It was not worthwhile.
   c. It was handy for his business.
   d. It took him three decades to make it.

2. Why was Anton's first microscope handy?
   a. It made him rich.
   b. It helped him look at cloth.
   c. It was easy to construct.
   d. It made him famous.

3. What was Anton's plea to the scientists?
   a. To buy his microscope
   b. To send him animate organisms
   c. To invite him to London
   d. To see the particles with their own eyes

4. Why didn't Anton sell his concept of a powerful microscope?
   a. He didn't want to surrender his secret.
   b. Scientists needed to review it first.
   c. He was already rich.
   d. It wasn't perfected yet.

UNIT 11

Word List

alliance [əláiəns] *n.*

An **alliance** is a group of people who work together.

→ *The junior executives formed an **alliance** with each other.*

applause [əplɔ́:z] *n.*

Applause is the noise made when people clap hands to show approval.

→ *At the end of his speech, everyone gave **applause**.*

armed [ɑ:rmd] *adj.*

If you are **armed**, you are carrying a weapon.

→ *The robber was **armed** with a gun.*

authoritative [əəɔ́:ritèitiv] *adj.*

If something is **authoritative**, it uses the best information available.

→ *This book is an **authoritative** source on Ancient Egypt's Queen Nefertiti.*

ceremony [sérəmòuni] *n.*

A **ceremony** is an event that happens on special occasions.

→ *Tom and Amy's marriage **ceremony** is in June.*

culture [kʌ́ltʃər] *n.*

Culture is the music, art, and writings of a certain place or group of people.

→ *Ancient Mexican **culture** is renowned for its architecture.*

defense [diféns] *n.*

A **defense** is something that is done to protect another thing.

→ *The air force works in **defense** of its country.*

detail [dí:teil] *n.*

A **detail** is a small piece of information.

→ *Jane told Ben all the **details** of her trip to China.*

diverse [divə́:rs] *adj.*

When a group of things is **diverse**, it is made up of a wide variety of things.

→ *Big cities have **diverse** populations with people of different races and ages.*

enchant [intʃǽnt] *v.*

To **enchant** someone is to make them feel very interested or happy.

→ *The beautiful woman **enchanted** everybody in the room.*

equip [ikwíp] *v.*

To **equip** someone is to give them the things needed to do something.

→ *Steve was **equipped** with the tools needed to do the job.*

exception [iksépʃən] *n.*

An **exception** is someone or something not conforming to a rule.

→ *Most students thought the test was hard, but Tim was the **exception**.*

genre [ʒáːnrə] *n.*

A **genre** is a type of literature, art, or music characterized by its style.

→ *She is considered a master in the comedy **genre**.*

impact [ímpækt] *n.*

An **impact** is the effect someone or something has on another.

→ *My grandmother had a great **impact** on my life.*

lure [luər] *v.*

To **lure** someone is to convince them to do something, by using a trick.

→ *The store **lures** people in with big signs that say "Sale!"*

obstacle [ábstəkəl] *n.*

An **obstacle** is an object or a problem that stops you from doing something.

→ *Climbing over the giant rock was the biggest **obstacle** for the hikers.*

shelter [ʃéltəːr] *n.*

A **shelter** is a place to go that is safe from danger or bad weather.

→ *The frog took **shelter** from the storm in a nearby cave.*

sort [soːrt] *v.*

To **sort** means to separate things into different groups or classes.

→ *He **sorted** his clothes by colors and sizes.*

supply [səplái] *v.*

To **supply** something means to give people what they need or want.

→ *The water heater **supplied** the house with warm water.*

vain [vein] *adj.*

If people are **vain**, they are only concerned with how they look.

→ *Rebecca is so **vain** that she looks at herself in every mirror.*

Exercise 1

Choose the right word for the given definition.

1. to provide the things that someone needs to do something
   a. sort b. enchant c. equip d. lure
2. a safe place
   a. genre b. shelter c. defense d. culture
3. holding a weapon
   a. authoritative b. vain c. diverse d. armed
4. pieces of information
   a. details b. impacts c. applause d. supplies
5. a group working together
   a. ceremony b. alliance c. exception d. obstacle

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Please put into different groups all the leaves you find.
   _____
2. Everybody was very interested when Kate read that beautiful poem out loud.
   _____
3. The performer heard great sounds of people clapping their hands.
   _____
4. Tim takes a long time to get ready because he is so concerned with how he looks.
   _____
5. Ocean life is made up of a wide variety of things.
   _____
6. What is your favorite kind or style of music?
   _____
7. The special event will start at 8 o'clock tonight.
   _____
8. The city's only action taken to protect itself was to build a giant brick wall around it.
   _____
9. Ben went through many problems before he finished his project.
   _____
10. Most girls like to play with dolls, but Samantha is the one who doesn't conform.
    _____

Exercise 3

PART A Match the phrases to make complete sentences.

1. I'm going to try to **lure** my friends _____.
2. **Sort** the pieces _____.
3. The biggest **obstacle** Mary faced _____.
4. The **genre** of abstract art _____.
5. The awards **ceremony** is _____.
6. Mexican **culture** is _____.
7. The best **defense** against skin cancer _____.
8. The students were **equipped** _____.
9. An **armed** man ran into _____.
10. The **vain** woman could _____.

a. was popularized by artists like Picasso and Dali
b. is to wear a lot of sunscreen
c. with pencils, scissors, and a lot of glue
d. known for its interesting folk art
e. into coming to the museum with me
f. tonight at the Royal Crown Hotel
g. talk about herself for hours and hours
h. into three equal groups
i. was not being able to read very well
j. the jewelry store and stole diamonds

PART B Match the clauses to make complete sentences.

1. It started raining really hard, _____.
2. He saw that the children were cold, _____.
3. Police officers work very hard, _____.
4. Everyone always trusts Seth _____.
5. Mother Teresa was a very well-known person, _____.
6. He only likes one type of music, _____.
7. James tried to write the report last night, _____.
8. I don't really like Jennifer, _____.
9. Bob and Eric both want to beat James at the game, _____.
10. The performer did a great job, _____.

a. and officer Jones is no **exception**
b. and her work **impacted** many lives
c. but everyone else is **enchanted** by her
d. but I like a **diverse** selection
e. so we ran inside for **shelter**
f. so they will form an **alliance**
g. and the crowd gave him great **applause**
h. so he **supplied** them with blankets
i. but it had so many **details** that he couldn't finish
j. because he sounds **authoritative** when he speaks

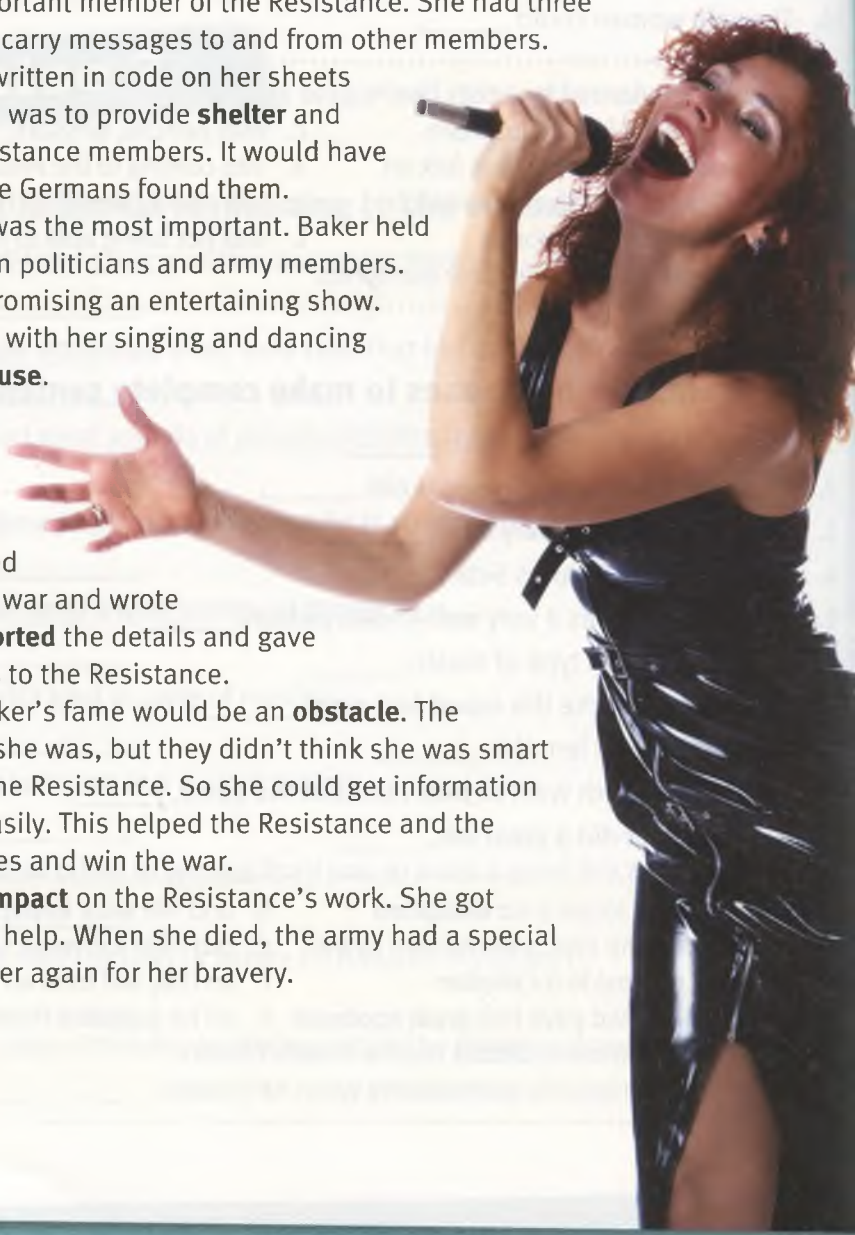
How a Singer Helped Win the War

Sometimes famous people are **vain**. They only care about themselves. But Josephine Baker was an **exception**. In the 1930s and 1940s, Baker was one of the most famous women in France. She was a big part of the new jazz **genre** and **culture** and had a **diverse** group of fans. The French people especially loved her. And she loved France. So when World War II started, she wanted to help the nation that had given her so much.

In 1940, **armed** German troops entered Paris. When this happened, some French people formed a secret **alliance**. It was called the *French Resistance*. The group worked for the **defense** of France. It helped the European and American armies fight the Germans.

Baker was an important member of the Resistance. She had three jobs. The first was to carry messages to and from other members. The messages were written in code on her sheets of music. The second was to provide **shelter** and **supply** goods to Resistance members. It would have been dangerous if the Germans found them.

Baker's third job was the most important. Baker held concerts for European politicians and army members. She **lured** them in, promising an entertaining show. She **enchanted** them with her singing and dancing and got lots of **applause**. But Baker was always **equipped** with a small notebook at these concerts. She listened for **details** about the war and wrote them down. Baker **sorted** the details and gave **authoritative** reports to the Resistance.



Some thought Baker's fame would be an **obstacle**. The Germans knew who she was, but they didn't think she was smart enough to work for the Resistance. So she could get information from the Germans easily. This helped the Resistance and the French army save lives and win the war.

Baker had a big **impact** on the Resistance's work. She got many awards for her help. When she died, the army had a special **ceremony** to thank her again for her bravery.

Reading Comprehension

UNIT 11

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ___ Baker's first job was to carry messages written in code to and from European politicians.

_____

2. ___ Baker provided shelter for Resistance members and supplied them with goods.

_____

3. ___ Baker was always equipped with a small notebook during her concerts.

_____

4. ___ In 1940, armed German troops entered Europe.

_____

5. ___ Baker enchanted politicians and army members with her singing and dancing.

_____

6. ___ Baker sorted details about the war and gave authoritative reports.

_____

PART B Answer the questions.

1. Which genre of music was Josephine Baker famous for?
   a. She was famous for jazz music.
   b. She was famous for blues music.
   c. She was famous for rock music.
   d. She was famous for country music.

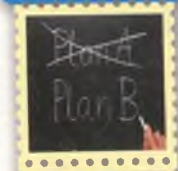
2. What happened when the Germans entered Paris?
   a. Armed soldiers fought them.
   b. Baker lured them back to Germany.
   c. The French formed a secret alliance.
   d. They sent messages in code.

3. What was Baker's most important job?
   a. To provide shelter
   b. To give authoritative reports
   c. To write messages in code
   d. To have a diverse group of fans

4. What happened when Baker died?
   a. The army had a special ceremony.
   b. Baker had an impact on France.
   c. Her fame became an obstacle.
   d. The Resistance found her secret codes.

UNIT 12

Word List



alternative [ɔːltə́ːrnətiv] *n.*

An **alternative** is something that you can choose instead of your first choice.

→ *Her first plan to make extra money seemed weak, so she chose an **alternative**.*

avenue [ǽvənjùː] *n.*

An **avenue** is a road, often a large one with buildings on each side.

→ *Drive down this **avenue** and then turn left to go to the park.*

belly [béli] *n.*

The **belly** is the stomach of a person or animal.

→ *His **belly** was full because he ate a lot of food.*

bid [bid] *n.*

A **bid** to do something is an attempt to do it.

→ *He made a **bid** to become the university's next president.*

blow [blou] *v.*

To **blow** means to move air or move something through the air, as in the wind.

→ *The wind is **blowing** very hard today. We should stay inside.*

conflict [kánflikt] *n.*

A **conflict** is a fight between different people or groups.

→ *The two nations had a **conflict** over which one could use the water in the river*

continent [kántənənt] *n.*

A **continent** is one of the seven large areas of land on the Earth.

→ *Asia is the largest **continent**.*

current [kə́ːrənt] *n.*

A **current** is a steady and constant flow of air or water in a river or ocean.

→ *The ocean **currents** took the ship far off into the sea.*

disrespect [dìsrispékt] *n.*

Disrespect is rudeness or a behavior that shows a lack of respect.

→ *He showed **disrespect** by arguing with his boss during a meeting.*

enthusiasm [enəúːziæ̀zəm] *n.*

Enthusiasm is a very strong good feeling about something.

→ *The crowd showed their **enthusiasm** for the soccer team by cheering loudly.*

harsh [hɑ:rʃ] *adj.*

When something is **harsh**, it is very unpleasant.

→ *The desert can be a very **harsh** environment.*

lean [li:n] *v.*

To **lean** is to bend the body in a particular direction.

→ *The woman **leaned** against the counter because she was tired.*

meantime [mí:ntàim] *n.*

The **meantime** is the time between two events.

→ *Ted began setting the table. In the **meantime**, I began preparing the food.*

mischief [místʃif] *n.*

Mischief is behavior that is meant to trick or cause trouble for people.

→ *Ben was up to **mischief** when he persuaded Ken to paint his face.*

muscle [mʌ́səl] *n.*

Muscle is a mass of tissue attached to bone that helps you move.

→ *She went to the gym in order to make her **muscles** stronger.*

rescue [réskju:] *v.*

To **rescue** someone means to remove them from danger.

→ *The firefighter **rescued** the man from the burning building.*

succession [səkséʃən] *n.*

A **succession** is a number of things that follow one after the other.

→ *The student said the letters of the alphabet in **succession**.*

terrain [təréin] *n.*

The **terrain** is the land and all of its physical features or parts.

→ *The **terrain** below was rocky and full of hills.*

timid [tímid] *adj.*

If someone is **timid**, they are afraid, shy, or nervous.

→ *The **timid** child hides behind her mother whenever she sees a stranger.*

violence [váiələns] *n.*

Violence is forceful action that is meant to injure or kill people.

→ *The boy hit his brother in an act of **violence**.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **muscle / violence**

   It was bad that the man had a lot of _____ because he used it to cause _____.

2. **belly / bid**

   He had a _____ to win the race, but he had to quit when he got a bad pain in his _____.

3. **disrespect / timid**

   The boy was always _____ because his classmates were mean and treated him with _____.

4. **continent / enthusiasm**

   The boy had a lot of _____ before his trip to Europe. He had never been to a different _____ before.

5. **lean / meantime**

   The movie will start soon. In the _____, help me to _____ these heavy boards against the wall.

6. **alternative / avenue**

   The _____ that the man wanted to drive on was blocked, so he found an _____ route.

7. **conflict / rescue**

   The police officer had to _____ the woman from a bad _____ she had with another woman.

8. **harsh / terrain**

   The girl walked along the rough beach. The rocky _____ was _____ on her feet.

9. **mischief / succession**

   The boys were up to their usual _____ and were throwing balls of paper at each other in _____.

10. **current / blow**

    I turned on the fan so that it would _____ air on me. The _____ of cool air felt wonderful.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Australia is an island that is also the smallest large area of land on the planet.
   _____
2. The land's feature was quite hilly.
   _____
3. The pitcher threw the balls to home plate in a series, one after another.
   _____
4. The student left for school early. She had to walk down an extended road to get there.
   _____
5. Brian was tired. He needed to bend over and rest on the side of his car.
   _____
6. The student decided that the answer was A and not the other choice, B.
   _____
7. The river's fast steady movement of water made it difficult to swim to the other side.
   _____
8. He talked about US history, and the pupils wrote notes in the time during the event.
   _____
9. The dog continued barking. The loud noise was painful and rough to her ears.
   _____
10. The boys used forceful action to get what they wanted.
    _____

Exercise 3

Choose the answer that best fits the question.

1. Which word best describes a student who is very happy and excited?
   a. Enthusiasm b. Violence c. Current d. Alternative
2. Which of the following describes a scared person best?
   a. Timid b. Disrespect c. Muscle d. Succession
3. What is something that can be soft and round?
   a. Something in the meantime b. An avenue
   c. A person's belly d. A continent
4. Which word best describes behavior meant to trick or cause trouble?
   a. Mischief b. Conflict c. Terrain d. Harsh
5. Which of the following best describes the action of the wind?
   a. It bids. b. It rescues. c. It blows. d. It leans.

The Sun and the North Wind

The Sun and the North Wind were talking to each other in the sky. The North Wind was saying that he was better than everyone else. The Sun listened as the North Wind talked with **enthusiasm** about how powerful he was and how he could push something from one **continent** to another with one breath. He said, "I am the strongest thing in the sky."

"Really?" asked the Sun. "How do you know that you are more powerful than the stars, or the rain, or even me?"

The North Wind laughed with **disrespect**. He yelled, "You? That's a joke!"

This hurt the Sun. He was usually **timid** and did not want to cause **conflict**. Today he decided that he should teach the North Wind a lesson.

In the **meantime**, a man began walking along the **avenue** down on Earth. When the Sun looked down on the **terrain** below, he saw the man. He pointed down to the Earth and said, "Do you see that man walking below? I bet I can get his jacket off of him. Can you?"

"Of course!" the North Wind replied as he took a deep breath and filled his lungs with air. He used all of his **muscles** in his face and **belly** to **blow** winds at his target in **succession**.

The **harsh** air **currents** made the man cold. The man pulled his jacket more tightly around him. It did not come off. The Sun decided to **rescue** the man from the **mischief** of the North Wind. He said, "May I try?" Then he sent down sunlight that made the man warm. The man **leaned** against a tree. He took off his jacket and enjoyed the nice weather.

"You are very powerful," the Sun said to the North Wind, "but you use **violence** in your **bid** to appear strong. You should think of an **alternative**. The strongest people don't use force to get what they want."

Reading Comprehension

UNIT 12

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ___ The North Wind thought that he was stronger than everyone else.

_____

2. ___ The North Wind blew the jacket off of the man.

_____

3. ___ The North Wind treated the Sun with disrespect.

_____

4. ___ The Sun was the target for the North Wind.

_____

5. ___ The Sun was timid and did not teach the North Wind a lesson.

_____

6. ___ The North Wind used violence in his bid to be powerful.

_____

PART B Answer the questions.

1. Why was the North Wind so full of enthusiasm?
   a. He thought he was all-powerful.
   b. He was very rich.
   c. He was the people's favorite.
   d. He was going on a date.

2. Why did the North Wind fill his lungs with air?
   a. To avoid conflict
   b. To find an alternative to violence
   c. To help his muscles
   d. To blow air at his target

3. How was the North Wind causing mischief?
   a. By hurting the Sun
   b. By leaning on a tree
   c. By blowing harsh wind at the man
   d. By walking along the terrain

4. What happened in the meantime while the Sun and the North Wind were talking?
   a. The man started to laugh.
   b. The man felt the cold air currents.
   c. The man took off his jacket.
   d. The man began walking along the avenue.

UNIT 13

Word List

affect [əfékt] *v.*

To **affect** someone or something is to have an influence over them.

→ *The student's poor attitude **affected** the other students in the class.*

autograph [ɔ́:təgræf] *n.*

An **autograph** is the written name of a famous person.

→ *Everybody wanted the movie star's **autograph**.*

bead [bi:d] *n.*

A **bead** is a drop of liquid.

→ ***Beads** of water collected outside the glass.*

brew [bru:] *v.*

To **brew** coffee or tea means to pour hot water over it.

→ *Please **brew** a fresh pot of coffee.*

charm [tʃɑ:rm] *v.*

To **charm** someone is to please them with your personality.

→ *Gail **charmed** everyone with her humorous stories.*

destiny [déstəni] *n.*

A **destiny** is all the things that happen or will happen to a person in their life.

→ *It was his **destiny** to become a great singer.*

horn [hɔ:rn] *n.*

A **horn** is a device that makes a loud noise.

→ *The boy honked his **horn** while he rode his bicycle past the house.*

irritable [írətəbəl] *adj.*

When someone is **irritable**, they become annoyed or angry very easily.

→ *She is **irritable** when she doesn't get enough sleep.*

lag [læg] *v.*

To **lag** behind is to move slowly behind other moving objects.

→ *The girl on rollerblades **lagged** behind the little girl on the bicycle.*

maximize [mæksəmàiz] *v.*

To **maximize** something means to make it the biggest in size or amount.

→ *Businesses try to **maximize** their profits.*

nightmare [náitmɛ̀ə:r] *n.*

A **nightmare** is a bad or scary dream.

→ *The girl was scared to go back to sleep because she had a **nightmare**.*

nutritious [njutríʃəs] *adj.*

When something is **nutritious**, it helps the body stay healthy.

→ *Mangoes are one of the most **nutritious** fruits in the world.*

protein [próuti:n] *n.*

Protein is a substance that is necessary for the body to grow and be strong.

→ *Fish and beef are good sources of **protein**.*

signature [sígnətʃə:r] *n.*

A **signature** is your name that you have written in your own way.

→ *I put my **signature** at the end of the letter.*

stuff [stʌf] *n.*

Stuff is a word used to refer to things without mentioning the things by name.

→ *We gave a lot of **stuff** to the charity.*

subconscious [sʌbkɑ́nʃəs] *adj.*

When something is **subconscious**, it is done without thinking about it.

→ *Breathing is one of the **subconscious** things that the body does.*

van [væn] *n.*

A **van** is a vehicle that is used for carrying things but is smaller than a truck.

→ *The delivery company uses large **vans** to deliver packages.*

warn [wɔ:rn] *v.*

To **warn** someone is to make them know of possible danger in the future.

→ *The lifeguard **warned** people to stay away from the rough ocean.*

workout [wə́:rkàut] *n.*

A **workout** is an exercise routine that helps improve health.

→ *She doesn't do her **workout** on the weekends.*

zoom [zu:m] *v.*

To **zoom** is to move quickly.

→ *The cars **zoomed** along the road.*

Exercise 1

Choose the right definition for the given word.

1. irritable
   a. to please b. to get angry easily c. having a routine d. healthy
2. zoom
   a. to move quickly b. dangerous c. healthy d. to attract
3. subconscious
   a. not aware b. handwritten c. bad dream d. pleasing
4. charm
   a. to please b. to make a noise c. to exercise d. to influence
5. brew
   a. to make coffee b. to move slowly c. to have a routine d. to attract

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Mary asked for the singer's handwritten name.
   _____
2. He isn't allowed to watch scary movies because they give him bad dreams.
   _____
3. Push everything to one side to make the most of the space of the gymnasium.
   _____
4. He borrowed a truck-like vehicle to help him move some of his furniture.
   _____
5. Ellen wanted to get to the gym and try a new exercise routine.
   _____
6. Harriet doesn't like talking to Jesse when he's easily annoyed.
   _____
7. The cars honked their devices for making noises while they waited in traffic.
   _____
8. If you don't start trying harder, you will move slowly far behind the rest of us.
   _____
9. The sign makes aware of bears in the area.
   _____
10. Mother cooks me a healthy breakfast every morning.
    _____

Exercise 3

Choose the answer that best fits the question.

1. This is a good source of protein?
   a. Vegetables
   b. Tea
   c. Beef
   d. Sugar

2. Stuff can be best described as what?
   a. Sports equipment
   b. A collection of unnamed things
   c. A computer
   d. Socks and shoes

3. What is the most nutritious snack below?
   a. An apple
   b. French fries
   c. A candy bar
   d. Ice cream

4. What is something you might put your signature on?
   a. A business letter
   b. A birthday cake
   c. Your hand
   d. The water

5. If you lag behind your friends, you _____.
   a. are slower than them
   b. are heavier than them
   c. wait for them
   d. don't care about them

6. What are things that happen and will happen in a person's life?
   a. Their workout
   b. Their destiny
   c. Their stuff
   d. Their autograph

7. Which of the following is similar to a small truck?
   a. A van
   b. A horn
   c. A charm
   d. A lag

8. What is a small drop of water called?
   a. Bead
   b. Signature
   c. Protein
   d. Nutritious

9. What does it mean to have influence over something?
   a. To charm
   b. To maximize
   c. To brew
   d. To affect

10. What are fire alarms meant to do?
    a. Make people irritable
    b. Give children nightmares
    c. Warn people
    d. Zoom past people

The Big Race

Alex woke up scared because of a **nightmare**. In it, he was running a race. Just before he reached the finish line, he fell. Alex thought that it was a **subconscious** way that his brain was trying to **warn** him about something. He was going to run in a race that day. Did the dream mean he was going to lose? He became **irritable**.

"Good morning," said Alex's mother. "I **brewed** some coffee and made you a special breakfast." Alex didn't want it. It had too much sugar. He needed something **nutritious**. So he prepared a meal that contained a lot of **protein** to **maximize** his energy for the race. Then his father asked, "Do you want help packing your **stuff**?" "No," replied Alex. He wanted to make sure that he had all of his equipment for the race.

Alex's family got in their **van** and drove to the track. When they arrived, a boy ran toward Alex. "Can I have your **autograph**?" asked the boy. Alex had many fans. He usually **charmed** everybody he spoke to. However, today Alex refused to give the boy his **signature**. He needed to think about his race.

He took his jump rope from his bag and started his usual **workout**. Maybe exercising would help him forget about the nightmare. "The race is about to start," said the coach. **Beads** of sweat formed out of Alex's sweat glands. All he could think about was his terrible dream. He thought it might be his **destiny** to become a loser. While he was thinking, he didn't hear the **horn** that meant the race had started.

The runners **zoomed** toward the finish line. By the time Alex started, he **lagged** far behind everyone. He couldn't run fast enough to catch up to the others. He had lost the race! He shouldn't have let the nightmare **affect** him. He should have stayed focused on the race.

Reading Comprehension

UNIT 13

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Alex had a nightmare that he forgot his stuff at home.

_____

2. ____ The dream made Alex irritable on the day of the race.

_____

3. ____ Alex wanted to eat something with a lot of sugar for breakfast.

_____

4. ____ Alex did a workout with his jump rope to help him feel less nervous.

_____

5. ____ Beads of sweat formed out of Alex's sweat glands.

_____

6. ____ Alex lagged behind while the other runners zoomed past him.

_____

PART B **Answer the questions.**

1. What did Alex think his destiny might be?
   a. To become irritable
   b. To become a loser
   c. To maximize energy
   d. To have nightmares

2. What did Alex's father offer to help him do?
   a. Clean the beads of sweat
   b. Charm the fans for him
   c. Pack his stuff
   d. Brew some coffee

3. What did the boy at the track ask Alex for?
   a. His protein
   b. His autograph
   c. His prize
   d. His bag

4. What was Alex so affected by that he lost the race?
   a. His nightmare
   b. His nutritious meal
   c. The horn
   d. His signature

UNIT 14

Word List

brick [brik] *n.*

A **brick** is a block of hard clay that is used for building things, such as walls.

→ *There were several **bricks** scattered on the ground.*

crumble [krʌ́mbl] *v.*

To **crumble** means to break or fall apart into small pieces.

→ *The old house's walls **crumbled** into a pile of rock and wood.*

dough [dou] *n.*

Dough is a mixture of flour and water that becomes bread when baked.

→ *I made heart-shaped cookies from the **dough**.*

express [iksprés] *v.*

To **express** a feeling or idea means to show others how one thinks or feels.

→ *The nurse **expressed** her sympathy for the sick patient.*

fist [fist] *n.*

A **fist** is a hand with fingers bent in toward the palm.

→ *The bully made a **fist** and threatened to hit the small boy.*

flexible [fléksəbəl] *adj.*

If something is **flexible**, then it can bend easily without breaking.

→ *The tree branch was so **flexible** it could be bent into a circle and not break.*

flush [flʌʃ] *v.*

To **flush** means the face becomes red due to heat, illness, or emotion.

→ *After the long race, the runner's face was **flushed**.*

injure [indʒər] *v.*

To **injure** someone means to damage a part of their body.

→ *The car crash **injured** two people.*

lump [lʌmp] *n.*

A **lump** is a small piece of something that is solid.

→ *The artist took a **lump** of clay and turned it into a beautiful pot.*

mixture [míkstʃə:r] *n.*

A **mixture** is something that is made by mixing other things together.

→ *The walls were built using a **mixture** of water, rock, and dirt.*

reconcile [rékənsàil] *v.*

To **reconcile** means to return to a friendly relationship.

→ *After arguing, the two friends were **reconciled** with each other.*

ruin [rú:in] *v.*

To **ruin** something means to harm or damage it greatly.

→ *Our walk in the park was **ruined** by the sudden rain.*

shatter [ʃǽtə:r] *v.*

To **shatter** something means to break it suddenly into many tiny pieces.

→ *When the ball hit the window, the glass **shattered**.*

shutter [ʃʌ́tə:r] *n.*

Shutters are wooden or metal covers in front of a window.

→ *Mr. Smith closed the **shutters** every night to make his bedroom dark.*

sift [sift] *v.*

To **sift** something means to remove all the large pieces.

→ *The baker **sifted** the flour into a large bowl.*

slight [slait] *adj.*

If something is **slight**, then it is small or minor.

→ *There was only a **slight** change in the little boy's height.*

sparkle [spɑ́:rkəl] *v.*

To **sparkle** means to shine brightly with quick flashes of light.

→ *The stars **sparkled** in the winter night's sky.*

sprinkle [spriŋkəl] *v.*

To **sprinkle** means to scatter something all over something else.

→ *He **sprinkled** the pasta with salt and black pepper.*

stale [steil] *adj.*

If food is **stale**, then it is not fresh but dry, hard, and not good to eat.

→ *The cookies sat on the table so long that they became **stale**.*

utter [ʌ́tər] *v.*

To **utter** a word or a sound means to say it.

→ *The lost boy was so scared that he could barely **utter** a single word.*

Exercise 1

Choose the right definition for the given word.

1. ruin
   a. to damage
   b. to hate
   c. to fly
   d. to cook

2. brick
   a. a fast car
   b. a hard piece of clay
   c. a best friend
   d. a favorite kind of toy

3. sprinkle
   a. to scatter
   b. to create
   c. to mend
   d. to agree

4. injure
   a. to run
   b. to fall
   c. to hurt
   d. to roast

5. slight
   a. growing
   b. minor
   c. quick
   d. risky

Exercise 2

Choose the answer that best fits the question.

1. How would a man show others an emotion?
   a. By flushing it
   b. By injuring it
   c. By ruining it
   d. By expressing it

2. Which of the following says that two former enemies become friends again?
   a. To reconcile
   b. To shatter
   c. To utter
   d. To sparkle

3. How would you describe a girl who can stretch her leg behind her head?
   a. A little bit stale
   b. Very flexible
   c. More than slight
   d. Ready to crumble

4. Which of these would you use to make bread?
   a. A brick
   b. Some dough
   c. A fist
   d. A lump

5. Which word describes something usually found on windows?
   a. Mixture
   b. Crumble
   c. Slight
   d. Shutters

Exercise 3

Choose the word that is the better fit for each blank.

1. **brick / lump**

   Before the project, the clay was one big _____. But when he was finished, he made a perfectly square _____.

2. **reconciled / uttering**

   Five minutes ago, the two senators were _____ insults at each other, but now they have _____ because they both agree with the new law.

3. **shutters / sparkled**

   In the middle of the night, she got out of bed and opened the _____. She gazed at the sky where the stars _____ like tiny fires.

4. **flushed / stale**

   The rice was not eaten soon enough, so it tasted _____. It made me feel sick and my face became _____.

5. **crumbled / dough**

   The cook picked up the block of cheese and _____ it into little pieces. Then he mixed them with the _____ before placing it in the oven.

6. **sift / shattered**

   When he started to _____ the flour into the bowl, he slipped and dropped it. The bowl hit the ground and _____.

7. **fist / flexible**

   He hit the punching bag with his _____. Since the bag was _____, it did not break.

8. **sprinkle / mixture**

   The _____ of ice cream and chocolate tastes good, but it will be even better if you _____ sugar on the top of it.

9. **slight / expressed**

   The doctor _____ a lot of concern for my hurt ankle, but I told him the pain was only _____.

10. **ruined / injured**

    The ship was _____ when it crashed into the island. Even though it was greatly damaged, none of the passengers were _____.

The Brothers and the Bread

Two brothers wanted to go outside and play. However, because the only bread in the house was **stale**, their mother told them they needed to bake fresh bread.

"I have to have the car repaired," she said. "When I return, if the bread is ready, you can play."

The brothers hurried to prepare the bread, but not carefully. They didn't **sift** the flour. They were careless and **sprinkled** too much salt into the **mixture**. The **dough** needed to be soft and **flexible**, but the salt made it into a **lump** that was as hard as a **brick**.

The younger brother **uttered** a sigh. "Now we have to start again," he said.

"No, we don't," the older brother replied. "I'll fix it. I just need to make the dough flat again and add water to it."

He decided to hit the ball of dough with his **fist** to make it flat. But he hit it so hard that it flew right off of the table and knocked over a glass, which **shattered**. The dough then crashed into the kitchen window's **shutters** and **crumbled**. Luckily, the brothers were not **injured**, but they did make a huge mess.

A **slight** mistake now became a major problem. The brothers had **ruined** the kitchen. Just then their mother returned. She saw the mess and became **flushed** with anger.

"Now you can't play," she said. "Instead, you have to clean the kitchen. I want this kitchen to be so clean that it may **sparkle**!"

The brothers cleaned the floor and **expressed** their sorrow to their mother. Soon, they were **reconciled**. But there was no bread, and it was too late to play. They realized that trying to do something quickly often makes more work.

Reading Comprehension

UNIT 14

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ___ Because the bread was stale, the mother wanted them to bake fresh bread.

   _____

2. ___ The dough became a lump that was as hard as a brick.

   _____

3. ___ The bread needed to be hard and sturdy.

   _____

4. ___ The older brother uttered a sigh.

   _____

5. ___ The brothers had to clean the kitchen, so it may sparkle.

   _____

6. ___ A major mistake only caused a slight problem.

   _____

PART B **Answer the questions.**

1. What made the dough into a hard lump?
   a. Not putting in enough water
   b. Using too much salt
   c. Expressing sadness
   d. Not sifting the flour

2. What happened when the older brother hit the dough with his fist?
   a. The dough hit the shutters.
   b. A glass shattered.
   c. The brothers were injured.
   d. The dough crumbled.

3. Why was the mother flushed with anger?
   a. The dough was hard.
   b. The kitchen was ruined.
   c. The brothers sighed.
   d. The repair shop was closed.

4. When were the brothers reconciled with their mother?
   a. As she made fresh bread
   b. When she returned from the store
   c. Before she left the house
   d. After they cleaned the kitchen

UNIT 15

Word List

although [ɔ:lðóu] *conj.*

You use **although** to say that one thing is contrasted by another.

→ ***Although*** *she was late, her friends gave her a warm welcome.*

apply [əplái] *v.*

To **apply** something means to put it on.

→ *She always* ***applies*** *makeup to her face before going outside.*

await [əwéit] *v.*

To **await** something means to wait for it.

→ *The players* ***awaited*** *the judge's decision.*

beloved [bilʌ́vid] *adj.*

When something is **beloved**, it is very special and you like it very much.

→ *The boy took a nap next to his* ***beloved*** *cat.*

bury [béri] *v.*

To **bury** someone or something means to put them in the ground.

→ *They* ***buried*** *their grandfather under his favorite tree after he died.*

climate [kláimit] *n.*

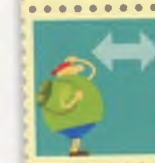
A **climate** is the usual weather in a place.

→ *The* ***climate*** *in the desert is very hot.*

complain [kəmpléin] *v.*

When you **complain**, you say that you are unhappy about something.

→ *The workers* ***complained*** *that they were being treated unfairly.*



confuse [kənfjú:z] *v.*

To **confuse** someone means to make them feel like they are unsure.

→ *The sign* ***confused*** *the traveler because it pointed in two directions.*

due [dju:] *adj.*

When something is **due**, it is expected to happen or be done at that time.

→ *The papers were* ***due*** *on the 19th.*

entire [entáiər] *adj.*

When you talk about an **entire** thing, you are talking about the whole thing.

→ *He was so hungry that he ate the* ***entire*** *pizza by himself.*

establish [istæbliʃ] *v.*

To **establish** something means to create it.

→ *He wanted to **establish** a club for people to help the Earth.*

furnace [fə́:rnis] *n.*

A **furnace** is a place where heat is made.

→ *Mr. Jones came to fix the **furnace**.*

leash [li:ʃ] *n.*

A **leash** is a rope or chain that is used to lead an animal.

→ *A lot of dogs must wear a **leash** to keep them from running away.*

mature [mətʃúə:r] *v.*

To **mature** means to grow up to become an adult.

→ *When they **matured**, they became as tall as their parents.*

measure [méʒə:r] *v.*

To **measure** something means to find out the quality, value, or effect of it.

→ *The scientists carefully **measured** the amount of chemicals in the tubes.*

midst [midst] *n.*

The **midst** of something is the middle of it.

→ *She was in the **midst** of cleaning when the telephone rang.*

misery [mizəri] *n.*

Misery is extreme suffering.

→ *There was a lot of **misery** after Sam lost his dog.*

prior [práiər] *adj.*

When something happened **prior** to something else, it happened earlier.

→ *Ron had to wait since he arrived **prior** to the scheduled meeting time.*

research [risə́:rtʃ] *n.*

Research is close and careful study to discover new things.

→ *Scientists did a lot of **research** on the subject of blood type.*

variety [vəráiəti] *n.*

A **variety** of something is a group of many different kinds of it.

→ *There are a **variety** of flowers at the shop.*

Exercise 1

Choose the word that is a better fit for each blank.

1. **research / await**

   After weeks of hard work, the scientists must _____ the results of their _____.

2. **misery / beloved**

   After the death of her _____ pet, the woman felt nothing but _____ for many weeks.

3. **complained / variety**

   The store had a _____ of canned vegetables, but the man _____ that they didn't have his favorite brand.

4. **due / confused**

   The new schedule _____ passengers who thought the train was _____ at 8 a.m.

5. **climate / establish**

   The island was a great place to _____ a hotel since the _____ was warm throughout the year.

6. **although / prior**

   _____ he had a lot of bad luck in the past, he refused to let _____ events stop him from moving forward.

7. **furnace / entire**

   The _____ was turned up to the highest temperature, but it couldn't heat the _____ room.

8. **mature / midst**

   In the _____ of a terrible war, the young boys had to _____ quickly.

9. **measured / leash**

   To make sure the dog's _____ was long enough, Bob took out a ruler and _____ it.

10. **buried / apply**

    She insisted that they _____ her mother's favorite perfume before they _____ her.

Exercise 2

PART A Match the phrases to make complete sentences.

1. **Although** he didn't know how to dance, _____.
2. A **furnace** keeps _____.
3. Florida's warm **climate** makes _____.
4. He wanted to **establish** _____.
5. The train was **due** to arrive at _____.
6. A lot of **research** is needed _____.
7. Shoppers have a **variety** of _____.
8. In the **midst** of the game _____.
9. A **leash** keeps _____.
10. Her **beloved** sister _____.

a. he went to the party anyway
b. before new medicines can be created
c. a school for blind children
d. a room warm during the winter
e. a dog from running away
f. many travelers want to vacation there
g. always calmed her
h. the team's best player had to be replaced
i. around seven in the morning
j. food to choose from at the store

PART B Match the clauses to make complete sentences.

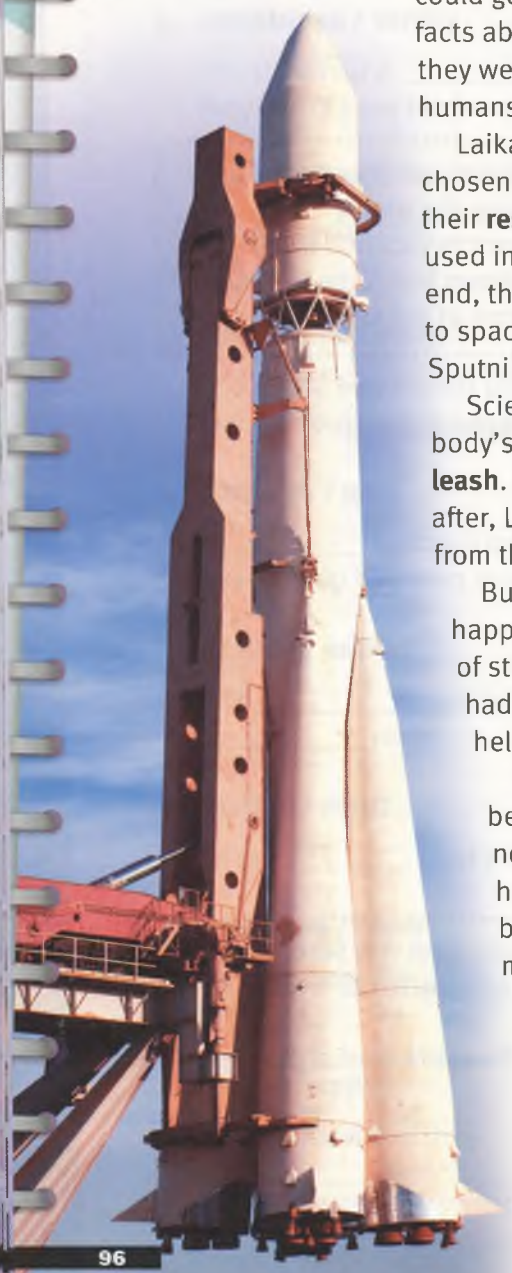
1. To determine if the new drug was safe, _____.
2. His newest book did not sell well, _____.
3. He wanted to finish the race, _____.
4. He lost his map, _____.
5. The soup was cold, _____.
6. Sue was very silly as a child, _____.
7. No one could find the treasure _____.
8. He said he would write to her, _____.
9. She wanted to look older, _____.
10. They were thirsty, _____.

a. scientists **measured** all the effects
b. but his **prior** works were very successful
c. because the pirate had **buried** it
d. so she **applied** makeup to her face
e. but the pain in his ankle gave him too much **misery**
f. so she patiently **awaited** his letters
g. so they drank the **entire** bowl of punch
h. so the diners **complained** to the waiter
i. but she became more serious as she **matured**
j. so he became **confused**

Laika, the Space Dog

One of the world's most **beloved** space travelers was also the furriest. Laika was a little dog living on the streets of Moscow, Russia. She **matured** on the streets because no one would give her a home. She had to learn how to live without eating much. She found ways to keep warm in a very cold **climate**. Scientists thought a tough dog like Laika would do well in a project they were putting together.

In a **prior** launch, Russia had put the first man-made object into space. Now, scientists wanted to see if a living thing could go to space. **Although** many facts about space had been learned, they weren't enough to help send humans to space safely.



Laika and two other dogs were chosen to help scientists with their **research**. The animals were used in a **variety** of tests. In the end, though, only Laika would go to space. On November 3, 1957 the Sputnik 2 spaceship was **due** to leave Earth.

Scientists carefully **applied** wires to Laika's skin to **measure** her body's reactions once she got into space. Laika also wore a special **leash**. Without it, she would float around in the spaceship. Soon after, Laika left the planet. Scientists on Earth **awaited** information from the ship.

But in the **midst** of so much excitement, something very sad happened. Scientists were able to tell that Laika was under a lot of stress. The trip **confused** and scared her. Laika's **entire** ship had become as hot as a **furnace**. Scientists were powerless to help the dog in her **misery**. After about five hours, Laika died.

Some have **complained** that the little dog should never have been used in the mission. Scientists knew that she would not survive the trip. Laika was never **buried**, but a memorial has been **established** in Moscow. There are many songs and books about her, too. It seems that Laika became a hero to many people.

Reading Comprehension

UNIT 15

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Scientists did a variety of tests for research before the Sputnik 2 was due to leave.

_____

2. ____ Wires were applied to Laika's leash so that scientists could find the ship.

_____

3. ____ Although Laika could not be buried, a spaceship was established in her honor.

_____

4. ____ In the midst of the scientists' excitement, Laika's ship became too hot.

_____

5. ____ In a prior launch, scientists sent two other dogs into space.

_____

6. ____ Many people complained that Laika should not have gone to space.

_____

PART B **Answer the questions.**

1. Why did scientists choose Laika for the mission?
   a. She was tough.
   b. She was a beloved space traveler.
   c. The trip to space confused her.
   d. She needed to wear a special leash.

2. Why did Laika die during the trip?
   a. The ship became as hot as a furnace.
   b. The scientists were under a lot of stress.
   c. Living things cannot survive in space.
   d. The scientists didn't get information from her.

3. Scientists made Laika wear a special leash because they _____.
   a. were awaiting information from the ship
   b. were not able to bury her
   c. didn't want her to float around the ship
   d. needed to adjust the climate

4. Why did scientists apply wires to Laika's skin?
   a. To measure her body's reactions
   b. To allow her to mature
   c. To take her for the entire trip
   d. To return her to Earth

UNIT 16

Word List

altogether [ɔ:ltəgéðər] *adv.*

If something happens **altogether,** it happens completely.

→ *The company stopped using sugar **altogether** in its food.*

bind [baind] *v.*

To **bind** is to bring people together.

→ *The victims of the flood were **bound** by their need to help each other.*

bruise [bru:z] *n.*

A **bruise** is a dark mark caused by being hit by something.

→ *She got a **bruise** on her knee from falling down.*

custom [kʌ́stəm] *n.*

A **custom** is a way of doing things that has been the same for a long time.

→ *It is a **custom** that the bride and groom have the first dance.*

disobedient [dìsəbí:diənt] *adj.*

When someone is **disobedient,** they do not follow the rules or instructions.

→ *The **disobedient** children didn't listen to their mother and had an accident.*

foresee [fɔ:rsí:] *v.*

To **foresee** something is to know about it before it happens.

→ *The teacher didn't **foresee** any problems with her large class.*

glimpse [glimps] *v.*

To **glimpse** something is to see it for a short time.

→ *She **glimpsed** outside the window as the plane was about to land.*

hoop [hu:p] *n.*

A **hoop** is a ring that is made of plastic, metal, or wood.

→ *The boys tried to toss the ball through the basketball **hoop**.*

misfortune [misfɔ́:rtʃən] *n.*

Misfortune is bad luck or an unlucky event.

→ *His family helped him when he encountered **misfortune**.*

negative [négətiv] *adj.*

When something is **negative,** it is unpleasant or sad.

→ *She doesn't like to say **negative** things about her friends.*

per [pər] *prep.*

Per is used to mean "each" when giving a price, size, or amount.

→ *It costs $8 **per** person to watch the baseball game.*

plead [pli:d] *v.*

To **plead** is to ask for something you want very badly.

→ *He **pleaded** for his parents to let him go to the soccer game.*

rip [rip] *v.*

To **rip** something means to pull it apart.

→ *She **ripped** the paper in half by accident.*

sake [seik] *n.*

The **sake** of something is the reason for doing it.

→ *The parents worked hard for their children's **sake**.*

scrape [skreip] *v.*

To **scrape** something is to rub it very hard with something sharp.

→ *I accidentally **scraped** the paint off the side of the car.*

source [sɔ:rs] *n.*

A **source** of something is the place that it comes from.

→ *The river was the **source** of drinking water for the village.*

stern [stə:rn] *adj.*

When somebody is **stern**, they are very serious.

→ *The **stern** teacher didn't allow the students to speak during class.*

stitch [stitʃ] *v.*

To **stitch** is to use a needle and thread to join pieces of cloth together.

→ *My grandmother **stitched** the pieces together to make a big blanket.*

thump [ɵʌmp] *n.*

A **thump** is the sound of a heavy object falling.

→ *They heard the **thump** when the bowling ball hit the floor.*

vehement [ví:əmənt] *adj.*

When somebody is **vehement**, they are angry and emotional.

→ *Gina was **vehement** when she found out that Liz was bad in school.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **negative / misfortune**

   Greg had the _____ of falling in a pool, though he didn't know how to swim. The experience left him with _____ feelings about swimming pools.

2. **bruise / altogether**

   After one day, the _____ on her lip began to go away. In a week, it had disappeared _____.

3. **per / sake**

   For the _____ of fairness, we tried to divide the pizza equally. One pizza was enough to give three slices _____ person.

4. **disobedient / pleaded**

   A woman _____ with the child to behave in the store. The child, however, continued to be _____.

5. **source / glimpsed**

   They walked past a large river, which the guide said was the _____ of a waterfall. They finally _____ the waterfall when they reached the bottom of the hill.

6. **stitched / hoop**

   The girl wanted to make her plastic _____ look pretty, so she _____ cloth around it.

7. **custom / bind**

   The family was _____ tightly. For example, on Saturdays, it was their _____ to go to the park together.

8. **stern / ripped**

   The _____ teacher was angry to see the students passing notes. She took the note from the students and _____ it into pieces.

9. **thump / scraped**

   The boy lost his balance and fell with a _____. When he got up, he noticed that he'd _____ his elbow.

10. **vehement / foresee**

    The coach didn't _____ the loss for his team. So, after the game, he was _____.

Exercise 2

PART A Match the phrases to make complete sentences.

1. Kelly had the **misfortune** of breaking _____.
2. The **disobedient** dog ran away _____.
3. She felt **bound** to her friends because she had _____.
4. The weatherman didn't **foresee** any _____.
5. The family had a **custom** of _____.
6. She **glimpsed** at his painting _____.
7. Charlie **ripped** the paper in half and _____.
8. Jasmine **pleaded** with her teacher _____.
9. Leslie **scraped** the ice _____.
10. George was **vehement** about being allowed _____.

a. gave one piece to his friend
b. bad weather this weekend
c. from its owner at the park
d. off the window
e. to give her a better grade
f. known them for a long time
g. to use the computer
h. eating dinner early on Sundays
i. her arm before the competition
j. before it was completed

PART B Match the clauses to make complete sentences.

1. There was a tear in my shirt, _____.
2. She dropped the scissors on the carpet, _____.
3. His parents were strict, _____.
4. The website was good, _____.
5. The fight was horrifying, _____.
6. I enjoy soda, _____.
7. He went to school despite being sick _____.
8. They used a different system _____.
9. He liked showing off, _____.
10. He fell down the stairs, _____.

a. so he tried jumping through the **hoop**
b. because the **sake** of his grade depended on it
c. but only 2 cans **per** week
d. so my mom **stitched** it back together
e. so he had **bruises** on his arm
f. that was **altogether** different from mine
g. it filled him with **negative** dreams
h. because **stern** rules built character
i. so there was a slight **thump**
j. but the **sources** were unreliable

Gwen's New Friends

Gwen walked into the gym for her next class. Coach Peeves said, "Today, we're playing basketball. The **custom** is to let you choose your own teams. However, we're going to do things differently."

The coach assigned each girl to a team. There were six girls **per** team. Gwen **glimpsed** at her teammates. She didn't know any of them. All of her friends were on the other teams. She couldn't believe her **misfortune**.

"I feel sick. May I go to the nurse?" asked Gwen.

The coach could **foresee** Gwen's excuses. It wasn't the first time Gwen tried to leave class. With a **stern** voice, the coach said, "No."

Gwen was **vehement**. "I don't know any of these girls! Let me play on another team. Please!" she **pleaded**.

"Gwen, don't be **disobedient**. I don't want to hear any more **negative** comments from you."

Gwen had no choice. Then a girl smiled at her. "Hi, I'm Stephanie. I was in your English class last year," she said. Gwen remembered her. "For the **sake** of the team, please try your best. I know you're a good player," said Stephanie.

When the game started, Gwen played as best as she could. She took a long shot. The ball sailed through the air and went right through the **hoop**!

"That was awesome!" said one of her teammates. Later, Gwen fell with a loud **thump**.

"Are you OK?" asked her teammates. They were worried. She had **ripped** her jeans. She had **scraped** her knee and had a small **bruise**.

Gwen told her teammates, "My knee is fine, and I can **stitch** my pants later. Let's keep playing!"

By the end of the game, Gwen forgot **altogether** that she hadn't wanted to play, and her team won! The victory **bound** Gwen's team together. She had made a lot of new friends, and they were a **source** of happiness for her for many years.

Reading Comprehension

UNIT 16

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The custom was to allow the girls to choose their own teams.

_____

2. ____ Gwen told her teammates that she could stitch her pants later.

_____

3. ____ There were eight girls per team.

_____

4. ____ Gwen pleaded to be on another team that had some of her friends.

_____

5. ____ Stephanie asked Gwen to lose on purpose for the sake of the team.

_____

6. ____ Gwen ripped her jeans, scraped her knee, and got a bruise when she fell.

_____

PART B Answer the questions.

1. Why did Coach Peeves speak to Gwen in a stern voice?
   a. For falling with a thump
   b. For making negative comments
   c. For choosing her own team
   d. For having misfortune

2. How did Gwen know Stephanie?
   a. They were old friends.
   b. They were vehement.
   c. They could foresee the team.
   d. They had an English class together.

3. What happened after Gwen's shot went through the hoop?
   a. She faced the stern coach.
   b. Her teammate said it was awesome.
   c. She changed teams.
   d. She forgot about the rules altogether.

4. How were the girls on Gwen's team bound together?
   a. They were all disobedient.
   b. They won the game.
   c. They chose a new team.
   d. They all had bruises.

UNIT 17

Word List

civilization [sìvəlizéiʃən] *n.*

A **civilization** is an organized group of humans that have culture and government.

→ *Most early **civilizations** in Central America didn't use metal weapons.*

convenient [kənví:njənt] *adj.*

When something is **convenient**, it is easy to do and does not take a lot of work.

→ *The bus is a **convenient** way to get to school.*

den [den] *n.*

A **den** is a living space for some types of animals, such as lions.

→ *The mother lion left her babies in the **den**.*

dew [dju:] *n.*

Dew is the drops of water that form on the ground outside during the night.

→ *When we woke up, we saw that the grass was covered in **dew**.*

drastic [dræstik] *adj.*

When something is **drastic**, it is extreme or major.

→ *She made a **drastic** decision to get her long hair cut short.*

exit [égzit] *v.*

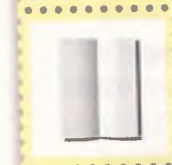
To **exit** means to leave.

→ *The students **exited** through the front door.*

flock [flɑk] *n.*

A **flock** is a group of animals, such as birds, sheep or goats.

→ *There was one black sheep in the entire **flock**.*



fold [fould] *v.*

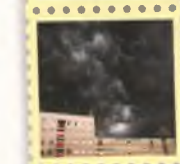
To **fold** is to bend something like paper or cloth so that it takes up less space.

→ *I **folded** the paper and put it in my pocket.*

lid [lid] *n.*

A **lid** is a top for a box or container that can be removed.

→ *He lifted the **lid** of the box and revealed her present.*



loom [lu:m] *v.*

To **loom** is to seem very large and often scary.

→ *The ominous clouds **loomed** over the school.*

mighty [máiti] *adj.*

When something is **mighty**, it is strong and large.

→ *The **mighty** wrestler scared all who faced him.*

mushroom [mʌ́ʃru(ː)m] *n.*

A **mushroom** is a fungus with a round top. Some are used as food.

→ *The soup had fresh **mushrooms** in it.*

native [néitiv] *adj.*

When something is **native**, it is originating in a certain place or area.

→ *Avocadoes are **native** fruits of Mexico.*

poison [póizən] *n.*

Poison is a dangerous substance that causes illness or death.

→ *They used **poison** to get rid of the rats in their home.*

reed [riːd] *n.*

Reeds are tall and skinny plants that grow in groups near water.

→ *The sun set behind the **reeds** of the lake's shore.*

shield [ʃiːld] *v.*

To **shield** something is to protect it.

→ *She **shielded** her eyes from the sun with sunglasses.*

stormy [stɔ́ːrmi] *adj.*

Stormy describes something affected or characterized by storms.

→ *The golfers decided to go home because of the **stormy** weather.*

sway [swei] *v.*

To **sway** is to move slowly from side to side.

→ *She **swayed** while she listened to the music.*

urban [əːrbən] *adj.*

When something is **urban**, it is related to the city.

→ *Subways are an important form of **urban** transportation.*

wade [weid] *v.*

To **wade** is to walk in or pass through water.

→ *The child **waded** in the water at the beach.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **convenient / lid**

   The box had a _____ that was very easy to open. It was a _____ place to store the young girl's toys.

2. **shield / folded**

   When it started raining, I _____ my newspaper in half. Then I carried it over my head to _____ myself from the rain.

3. **exit / urban**

   She wasn't used to spending time in an _____ setting. After only a few days, she was glad to _____ the city.

4. **mighty / civilization**

   The _____ soldier spent three weeks alone in the forest. When he returned to _____, he was stronger than ever.

5. **stormy / swayed**

   The branches of the trees _____ as the wind blew. The wind was stronger than usual because of the _____ weather.

6. **reeds / waded**

   The boys _____ to the middle of the lake. At that point, they couldn't go any further because the _____ grew too thickly.

7. **dew / flock**

   The _____ of geese chose not to land in the field because it was still wet with _____.

8. **poison / drastic**

   Some plants contain _____ that can be eliminated by cooking. The cooking process results in a _____ change to the plant's chemical makeup.

9. **den / mushrooms**

   There was little light inside the _____ where the bears lived. Outside, there was little plant life, just a few _____ and some small weeds.

10. **native / loomed**

    The _____ animals of the island knew how to protect themselves from bad weather. When a storm _____, they immediately ran for cover.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The plant is filled with a dangerous substance.
   _____
2. The man asked for extra fungus with a round top for his sauce.
   _____
3. My socks got wet when I walked in the drops of water that formed outside.
   _____
4. Madagascar has an interesting group of original animals and plants.
   _____
5. The boy put on a scarf to protect his neck from the cold wind.
   _____
6. Alyssa found a small living place where she thought a rabbit lived.
   _____
7. The man bent the letter and put it into an envelope.
   _____
8. The farmer traded his group of animals of goats for a new horse.
   _____
9. I was not strong enough to lift the top part of the container.
   _____
10. After the movie was over, the audience left through the back door.
    _____

Exercise 3

Choose the answer that best fits the question.

1. What word below best describes a superhero?
   a. Mushrooms b. Dew c. Mighty d. Reeds
2. Something that is easy to do is described as what?
   a. Drastic b. Convenient c. Poison d. Urban
3. What is an activity done in the water?
   a. Sway b. Fold c. Exit d. Wade
4. Which covers a box?
   a. A den b. A lid c. A civilization d. A flock
5. Which word fits best? Koalas are _____ to Australia.
   a. loom b. shield c. stormy d. native

Kara Goes Camping

"Kara, would you like to go camping with my family?" asked Tracy. Kara had never been camping before, but she decided to go anyway. That weekend, they drove to Estes Park. When they arrived, Kara looked around. She felt so far from **civilization**.

After they set up the camp, they went for a walk. Tracy's father, Mr. Grieves, showed them the **native** plants and animals. "Look," he said, "that's a fox's **den**. Do you see that bunch of **mushrooms** next to it. Don't touch them. They contain **poison**." Kara was bored. She didn't care about nature.

As the day went on, **mighty** clouds soon **loomed** in the distance. "It looks like **stormy** weather," said Tracy. "We should go back." It suddnely began to rain. They used an umbrella to **shield** them from the rain. Back at the camp, they ate cold sandwiches for dinner and went to sleep.

By morning, the rain had stopped. It was a **drastic** change from the previous day's weather. They **folded** their sleeping bags and put them in a box. Tracy closed the **lid** and told Kara, "Today will be fun, I promise!" Kara didn't believe her. She missed her **convenient** life in the city. She was used to an **urban** lifestyle.

After breakfast, they went for a walk. The grass was covered with **dew**, and it gleamed in the sunlight. Finally, they reached a lake. Kara and Tracy **waded** into the water. The **reeds swayed** in the wind, and a **flock** of birds flew above. Kara felt very peaceful.

That night, they made a fire. They sat around it while Mr. Grieves told scary stories. Kara had a lot of fun. Camping was a good way for friends to spend time together, she realized.

The next day, it was time for them to leave. She felt sad while they **exited** the park. She didn't like camping at first, but she learned how fun it could be over the weekend.

Reading Comprehension

UNIT 17

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Tracy invites Kara to visit a new civilization with her family.

_____

2. ____ Tracy's father shows them native plants and animals.

_____

3. ____ The group returns to camp because mighty clouds were looming.

_____

4. ____ They used an umbrella to shield themselves from the rain.

_____

5. ____ The weather was stormy on the second day of camping.

_____

6. ____ Kara has a drastic change in opinion about camping at the end of the story.

_____

PART B **Answer the questions.**

1. Which of the following does Kara NOT see during the trip?
   a. A fox's den
   b. A flock of birds
   c. A bunch of mushrooms
   d. An animal with poison

2. What does Kara miss about her urban lifestyle?
   a. It is convenient.
   b. It is easier to sleep.
   c. It is far from civilization.
   d. It isn't covered in dew.

3. What does Kara see swaying in the water?
   a. Birds
   b. Fish
   c. Reeds
   d. Lids

4. How does Kara feel as she exits the park?
   a. Relieved
   b. Angry
   c. Tired
   d. Sad

UNIT 18

Word List

accent [æksent] *n.*

An **accent** is a certain way of speaking that shows where a person is from.

→ *The new teacher's **accent** was clearly a German one.*

barber [bɑ́:rbər] *n.*

A **barber** is a person whose job is to cut hair.

→ *My hair is getting much too long. I'd better go to the **barber's** shop.*

basement [béismənt] *n.*

A **basement** of a house or building is a room that is built underground.

→ *They turned their **basement** into a game room.*

blank [blæŋk] *adj.*

When something is **blank**, it does not have anything on it.

→ *She got a **blank** paper to draw on.*

blink [bliŋk] *v.*

To **blink** means to shut the eyes and quickly open them again.

→ *I **blinked** many times so that my eyes could adjust to the bright light.*

choir [kwaiər] *n.*

A **choir** is a group of people who sing together.

→ *He had **choir** practice every day after school.*

comic [kɑ́mik] *adj.*

When something is **comic**, it is funny.

→ *The **comic** actor was famous for his jokes.*

complicate [kɑ́mplikèit] *v.*

To **complicate** something means to make it harder than necessary.

→ *The bad weather **complicated** finishing the job quickly.*

decline [diklάin] *v.*

To **decline** an offer or invitation means to say no to it.

→ *She **declined** his offer to pay for her dinner.*

errand [érənd] *n.*

An **errand** is a trip taken to do a specific activity.

→ *He couldn't go to practice because he had several **errands** to do.*

glove [glʌv] *n.*

A **glove** is a piece of clothing that covers your fingers and hand.

→ *When it gets cold, I always put on a pair of **gloves**.*

hermit [hə́:rmit] *n.*

A **hermit** is one who lives alone and does not spend time with others.

→ *The **hermit** lived a simple life in a small cave in the forest.*

justly [dʒʌ́stli] *adv.*

If something is done **justly**, then it is fair.

→ *We **justly** decided to give the prize to him.*

leather [léðə:r] *n.*

Leather is a material made from animal skin that is used to make clothing.

→ *He got a new **leather** jacket for his birthday.*

ponder [pɑ́ndər] *v.*

To **ponder** something is to think about it carefully.

→ *She sat in the park and **pondered** her problem.*

reserve [rizə́:rv] *v.*

To **reserve** something means to keep it for a certain person or time.

→ *He **reserved** a table at the busy restaurant.*

script [skript] *n.*

A **script** is the words of a film or play.

→ *He read the **script** of the play three times.*

search [sə:rtʃ] *v.*

To **search** for something or someone means to look for them carefully.

→ *I **searched** the newspaper for a new job.*

slam [slæm] *v.*

To **slam** is to close something hard.

→ *She **slammed** the book shut after she finished reading it.*

staircase [stɛ́ərkèis] *n.*

A **staircase** is a set of stairs found inside a building.

→ *The **staircase** leads directly into the kitchen.*

Exercise 1

PART A Choose the right word for the given definition.

1. an underground room
   a. accent
   b. basement
   c. a technique
   d. errand

2. to think about something
   a. complicate
   b. reserve
   c. ponder
   d. slam

3. the written words of a play or film
   a. script
   b. blank
   c. barber
   d. gloves

4. a group that sings
   a. hermits
   b. leather
   c. choir
   d. staircases

5. in a fair way
   a. comic
   b. decline
   c. searching
   d. justly

PART B Choose the right definition for the given word.

1. slam
   a. to close loudly
   b. to be careful
   c. to close the eyes
   d. to save

2. decline
   a. to look for
   b. to say no
   c. to be right
   d. fair

3. hermit
   a. clothing for you hands
   b. something that is funny
   c. a trip to do something
   d. a person who is alone

4. leather
   a. a distinct way of speaking
   b. material used to make clothing
   c. an underground room
   d. a piece of clothing for the hands

5. barber
   a. a singing group
   b. a person who cuts hair
   c. a set of stairs
   d. phrases that form a play

Exercise 2

PART A Match the phrases to make complete sentences.

1. The writer's **comic** stories _____.
2. Donna usually ran **errands** _____.
3. I tried to **reserve** _____.
4. She wanted to join the **choir** _____.
5. A beautiful **staircase** _____.
6. The speaker's strong **accent** _____.
7. Roger **pondered** a long time _____.
8. The **hermit** _____.
9. I remembered to make sure I had my **gloves** _____.
10. The large **basement** _____.

a. after hearing them sing in church
b. made him hard to understand
c. before buying a new car
d. some seats for this week's show
e. always make me laugh
f. makes a great playroom
g. led up to the second floor
h. slept in small cave
i. just before I left the house
j. right before coming home from work

PART B Match the clauses to make complete sentences.

1. I put some medicine in my eyes, _____.
2. The boy's mom yelled at him for getting mud on the couch, _____.
3. He asked Sara to see the scary movie, _____.
4. He spent the period daydreaming. So when he turned in his test, _____.
5. The new play was great _____.
6. I didn't pay attention in class, _____.
7. My hair was a mess, _____.
8. He couldn't stand the sound of the music, _____.
9. Dean and Anne finished the race at the same time, _____.
10. He lost his glasses, _____.

a. because Tony spent a lot of time on the **script**
b. so he cleaned the **leather** couch
c. so I went to see the **barber**
d. so both were **justly** given medals
e. but she **declined**
f. so the homework was very **complicated**
g. it was completely **blank**
h. so he had to **search** for them for an hour
i. so I had to keep **blinking** them
j. so he left the room and **slammed** the door

The School Play

Peter was excited. Next week he was going to audition for the school play. Everybody knew he was a great actor. He was sure he would get the lead role.

Later, his friend Robby asked him, "Have you seen the **script** for the play?"

"Yes. The title is *The Lost **Glove***—it's a **comic** play," replied Peter.

Robby said, "I want to play the part of the **hermit** because the hermit gets to talk with an **accent**!"

"I want the lead role of the **barber**. I didn't know you liked acting. I thought you liked **choir** better," said Peter.

"Acting is also a hobby of mine. Do you want to practice with me? The **basement** at my house is quiet. It's perfect!" Robby replied.

"I don't like practicing with others. It **complicates** the process for me," said Peter.

Actually, Peter didn't want to practice at all. The teacher would surely **reserve** the lead part for him. A few days later, Robby came to his house.

Robby said, "Do you want to practice the scene on the **staircase**? It's the part where the migrant **searches** for a new job."

Peter **declined** the invitation. "I can't today. I need to do some **errands**." Then he **slammed** the door. It was just an excuse. Peter didn't want to help Robby.

On the day of auditions, Peter wore his lucky **leather** jacket. He always got the best part when he wore it. The teacher told him to begin, but his mind was **blank**. He couldn't remember the lines!

A week later, the teacher put a list of the parts on the wall. Peter read the list, looking for his name. He was shocked by what he saw. He **blinked** his eyes and looked again. He didn't get the lead part—Robby did! Peter **pondered** the situation and came to the idea that Robby **justly** received the part. He earned it by practicing. Next time, Peter would practice, too.

Reading Comprehension

UNIT 18

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The title of the script was *The Big Barber*.

_____

2. ____ Robby wanted the part of the hermit because he would get to talk with an accent.

_____

3. ____ Robby declined Peter's offer to practice together.

_____

4. ____ The scene on the staircase was about the migrant searching for a new job.

_____

5. ____ Peter's mind was blank during the audition.

_____

6. ____ Peter felt that Robby justly received the lead role.

_____

PART B **Answer the questions.**

1. Why did Peter decide not to practice?
   a. He didn't want the part.
   b. He thought the teacher would give him the role.
   c. He disliked Robby.
   d. He wanted to be in the choir instead.

2. Where did Robby suggest they practice together?
   a. At the school
   b. In his basement
   c. At the theater
   d. In the park

3. What was Peter's first excuse for not practicing with Robby?
   a. He had to run errands.
   b. He had to study for a test.
   c. He said it complicated the process.
   d. Robby lived too far away.

4. What kind of play were the boys auditioning for?
   a. Romance
   b. Comic
   c. Drama
   d. Action

UNIT 19

Word List

afflicted [əflíktid] *adj.*

Afflicted means to suffer physically or mentally.

→ *He was **afflicted** by pain in his right arm.*

aisle [ail] *n.*

An **aisle** is a space between two things that people use to walk.

→ *They were told to clear the **aisle** because the plane was about to land.*

atmosphere [ætməsfiər] *n.*

The **atmosphere** is the air around the Earth where weather conditions form.

→ *Scientists worry that harmful substances are hurting the **atmosphere**.*

author [ɔ́:ər] *n.*

An **author** is a person who wrote a certain piece of writing.

→ *The **author** was hard at work on his next novel.*

breakdown [bréikdàun] *n.*

A **breakdown** is a failure to work correctly.

→ *Her car had a **breakdown**, and she wasn't sure how to fix it.*

cargo [kɑ́:rgou] *n.*

Cargo is the items carried by a ship or airplane.

→ *The **cargo** of the ship got wet when it started raining.*

chapter [tʃǽptər] *n.*

A **chapter** is a part of a book that usually has a number or a title.

→ *The first **chapter** of a book usually introduces the main character of a story.*

connect [kənékt] *v.*

To **connect** two things means to join them together.

→ *I **connected** the mouse to my laptop computer.*

etc. [etsétərə] *n.*

Etc. is short for "etcetera." It is used to refer to other unspecified objects.

→ *She was going to bring treats to the party: cookies, muffins, cake, **etc.***

flip [flip] *v.*

To **flip** means to press a switch quickly to turn it on or off.

→ *To turn on the lights, just **flip** this switch.*

idle [áidl] *adj.*

If you are **idle**, you are not doing anything.

→ *She read a book to keep from being **idle**.*

notify [nóutəfài] *v.*

To **notify** someone of something is to tell them about it.

→ *The teacher **notified** us about a change to our assignment.*

pea [pi:] *n.*

Peas are a vegetable that is small, round and green.

→ *His favorite food was **peas**.*

raisin [réizən] *n.*

A **raisin** is a dried grape.

→ ***Raisins** are one of my favorite snacks.*

retain [ritéin] *v.*

To **retain** something is to keep it.

→ *Even by the afternoon, the day had **retained** the morning's freshness.*

state [steit] *v.*

To **state** something means to say it in a definite way.

→ *The president **stated** his opinion about the world's health concerns.*

tray [trei] *n.*

A **tray** is a flat plate used to hold food.

→ *The waiter brought our food on a **tray**.*

unfortunate [ʌnfɔ́:rtʃənit] *adj.*

If something is **unfortunate**, it is bad or unlucky.

→ *It was **unfortunate** that Dave's team lost, but he still had fun.*

vivid [vívid] *adj.*

When something is **vivid**, it is bright and colorful.

→ *The figures in the painting were **vivid**.*

vomit [vámit] *v.*

To **vomit** means to have food come up from one's stomach.

→ *It is common for women to **vomit** when they are pregnant.*

Exercise 1

Choose the right definition for the given word.

1. cargo
   a. space b. items c. air d. list
2. retain
   a. to keep b. to join c. to do d. to press a switch
3. vivid
   a. to not work b. bright c. end d. vegetable
4. raisin
   a. division b. grape c. air d. writer
5. idle
   a. doing nothing b. affected c. plate d. to have food come up

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Scientists do not completely understand the air that surrounds the Earth.
   _____
2. The police officer said in a definite way that he arrived at exactly 1:15 PM.
   _____
3. The teacher asked the students to read three divisions in a book.
   _____
4. Carolyn told me that she would be late to the meeting.
   _____
5. His mother brought his food to him on a flat serving plate.
   _____
6. Gina was affected with guilt because her brother got hurt while she watched him.
   _____
7. Islands like Bali, Hawaii, Brunei, and the others similar, rely on tourism.
   _____
8. The flight attendant asked me to keep my bag out of the space between the seats.
   _____
9. The computer's failure to work caused major problems at work.
   _____
10. The person who wrote the book was nice enough to sign my copy of his book.
    _____

Exercise 3

PART A Match the phrases to make complete sentences.

1. **Connect** your seat belt _____.
2. Patty was **afflicted** by _____.
3. The **cargo** was lost when the door _____.
4. The school will **notify** your _____.
5. The **author** of the book _____.
6. **Flip** the switch _____.
7. After the **breakdown**, _____.
8. Katie said her **peas** were _____.
9. Vanessa had **raisins** _____.
10. The last **chapter** of the book _____.

a. as a snack before dinner
b. she had to get a new car
c. a disease that made her tired
d. has written many others as well
e. when the image comes into view
f. before you begin driving
g. was accidentally opened
h. was the most interesting
i. parents if you are late
j. too sour to eat

PART B Match the clauses to make complete sentences.

1. There were many items that the customer ordered, _____.
2. The manager was unhappy _____.
3. The meat had gone bad, _____.
4. Jay was rushed to the hospital, _____.
5. Her blouse was so colorful when she bought it, _____.
6. Judy danced beautifully, _____.
7. He tried to keep busy, _____.
8. Sammy tried to get through to the bathroom, _____.
9. He sold most of his clothes, _____.
10. Sarah became quite ill _____.

a. but he **retained** his favorite shirt
b. but her **unfortunate** mistake hurt her
c. and it made many people **vomit**
d. but he always found himself being **idle**
e. so she put them on the **tray**
f. because the **atmosphere** was polluted
g. because no one **stated** the truth
h. so his aunt, dad, mom, **etc** met him there
i. but the **aisle** was crowded
j. but the **vivid** colors faded after a week

Isaac's First Plane Trip

Isaac's family was going on vacation. He was excited about the trip except for one thing. He had never been on a plane before. He was scared that his plane would have a **breakdown**.

Isaac got onto the plane. He walked down the **aisle** until he found his seat. He sat down and **connected** the ends of his seat belt. After being **idle** for a few minutes, the pilot announced that they were ready to leave.

He looked out the window at the **vivid** colors of the sky. He began to feel scared. The girl sitting next to him said, "Hi, I'm Rachel! You look nervous, but you don't need to be. Flying is fun!"

"I'm still a bit nervous," Issac said, "and I'm getting hungry."

"The food service will begin soon. Just lower the **tray** on the seat in front of you, and **flip** this switch. Then they'll bring your dinner! Last time, they served chicken, **peas**, and a box of **raisins**," Rachel explained.

Then the pilot **notified** the passengers of bad conditions in the **atmosphere**. "We're tracking the weather: lightning, clouds, **etc.** The ride might get a bit rough," he **stated**.

Suddenly, the plane started to shake. Isaac was badly **afflicted** by his fear. His stomach hurt, and he thought he might **vomit**. He couldn't believe that he was in such an **unfortunate** place. Finally, the shaking stopped. Isaac was still scared, but he tried to **retain** a good attitude.

"The first time I flew, the plane shook so bad that **cargo** started falling. My parents told me to listen to music and read a **chapter** in my book. It calmed me," Rachel said.

Suddenly, the plane shook again. This time, Isaac followed Rachel's advice. He put on headphones and took out a book by his favorite **author**. The book and the music helped Isaac feel better. After a while, he didn't even notice the bad weather. The bad situation didn't feel so bad after someone helped him.

Reading Comprehension

UNIT 19

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Isaac was scared the plane would have a breakdown.

_____

2. ____ Isaac ate raisins and peas and read a book by his favorite author.

_____

3. ____ Rachel's parents suggested she read a chapter in her book when she was scared.

_____

4. ____ Isaac's fear went away as soon as he took a nap.

_____

5. ____ The pilot stated that the conditions in the atmosphere were sun, wind, etc.

_____

6. ____ Isaac was scared, but he tried to retain a good attitude.

_____

PART B **Answer the questions.**

1. What would happen if Isaac flipped the switch?
   a. The cargo would fall.
   b. They would bring him his dinner.
   c. He would vomit.
   d. They would bring him some water.

2. What did Isaac do as the plane left?
   a. He played with Rachel.
   b. He was idle.
   c. He fell asleep.
   d. He looked at the vivid sky.

3. What did Isaac think when the plane first started shaking?
   a. He was in an unfortunate place.
   b. He was afflicted by pain.
   c. The pilot made a mistake.
   d. His food would fall off the tray.

4. What happened the first time Rachel was on a plane?
   a. The dinner service was late.
   b. She had to wait in the aisle.
   c. The cargo fell from above.
   d. Her seat belt wasn't connected.

UNIT 20

Word List

betray [bitréi] *v.*

To **betray** someone means to treat them in a dishonest way.

→ *The man **betrayed** his country when he gave away national secrets.*

blast [blæst] *n.*

A **blast** is a loud noise made by something that explodes.

→ *There was a loud **blast** when the police officer fired the gun.*

bracelet [bréislit] *n.*

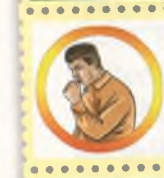
A **bracelet** is a piece of jewelry that you wear around your wrist.

→ *My father gave me a pretty gold **bracelet** for my birthday.*

cease [si:s] *v.*

To **cease** means to stop.

→ *After about an hour, the rain **ceased**, and a rainbow appeared.*



choke [tʃouk] *v.*

To **choke** means to cough because you have difficulty breathing.

→ *There was a lot of smoke in the air, and it made me **choke**.*

civil [sívəl] *adj.*

When an event is **civil**, it happens inside a country.

→ *The country was torn apart by a terrible **civil** war.*

comment [kάment] *v.*

To **comment** means to say something that shows your personal opinion.

→ *Tom **commented** on the poor quality of the food.*

cross [krɔ:s] *v.*

To **cross** means to go from one side to the other side.

→ *We used his boat to **cross** to the other side of the lake.*

dent [dent] *n.*

A **dent** is damage caused by something heavy hitting something else.

→ *That blue car hit my car, and now there is a small **dent** in my car door.*

distrust [distrʌ́st] *v.*

To **distrust** someone means to believe that they are not honest.

→ *Don't lend money to someone if you **distrust** them!*

fort [fɔ:rt] *n.*

A **fort** is a small building that is specially built to defend an area from attack.

→ *When the army arrived, they built a big **fort** on the top of the hill.*

found [faund] *v.*

To **found** means to bring something into existence.

→ *The pastor **founded** his church in the countryside.*

lining [láiniŋ] *n.*

Lining is a piece of cloth that covers the inside of clothes.

→ *This jacket is very warm because it has a thick **lining**.*

mass [mæs] *n.*

A **mass** is a large number of things of one type.

→ *We received a **mass** of letters this morning.*

pray [prei] *v.*

To **pray** means to talk to God.

→ *When people go to church, they **pray** for their families and friends.*

rife [raif] *adj.*

If a place is **rife** with something bad, it is very common in that place.

→ *This part of the country is **rife** with disease.*

sole [soul] *adj.*

When something is the **sole** thing, it is the only thing of a particular type.

→ *His **sole** purpose in life was to help others.*

sweep [swi:p] *v.*

If you **sweep** the floor, you clean it with a tool like a broom or a brush.

→ *There is a lot of dirt on the floor. Can you **sweep** it please?*

treachery [trétʃəri] *n.*

Treachery is a behavior in which a person betrays a country or a person.

→ *The man ran away to escape from the **treachery** of his wife.*

tuck [tʌk] *v.*

To **tuck** something means to put it somewhere so that it is neat or safe.

→ *He looked sloppy without his shirt being **tucked** into his pants.*

Exercise 1

Choose the right word for the given definition.

1. to clean with a broom
   a. sweep b. betray c. pray d. choke
2. to say your opinion
   a. comment b. cross c. cease d. distrust
3. to bring into existence
   a. sole b. dent c. tuck d. found
4. a piece of jewelry
   a. civil b. bracelet c. mass d. fort
5. a loud explosion
   a. treachery b. blast c. rife d. lining

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The lucky man was the only winner of the grand prize.
   _____
2. She was so worried about her mother's health that she went to church to talk to God.
   _____
3. He coughed and had difficulty breathing after eating a large piece of food.
   _____
4. The rain stopped in the early morning after pouring all night long.
   _____
5. There is a large number of people in the park today.
   _____
6. I hit the wall with my car, and now there is a small amount of damage in it.
   _____
7. I don't believe the honesty of people who always try to borrow money.
   _____
8. The conditions in some parts of Africa are very poor, and disease is very common.
   _____
9. The man behaved in an untrustworthy way toward his friends.
   _____
10. I'm going to go to the other side of the road to meet my friend.
    _____

Exercise 3

Choose the word that is the better fit for each blank.

1. **blast / choke**

   The _____ threw a lot of smoke into the air, and it made me _____.

2. **treachery / fort**

   The army built a _____ to defend themselves from their former ally's _____.

3. **sweep / tuck**

   My jobs at home are to _____ the floor and _____ the sheets neatly under the bed.

4. **lining / sole**

   The homeless man's _____ possession was a jacket with a warm _____.

5. **distrust / betray**

   I _____ those girls because they _____ their friends by telling their secrets.

6. **ceased / founded**

   He _____ his business after the fighting from the war _____.

7. **commented / civil**

   The man on the news _____ on the recent _____ struggles of the people.

8. **bracelet / dent**

   Fiona stepped on my _____ and made a _____ in it.

9. **cross / mass**

   I watched the _____ of people _____ the bridge to see the Queen.

10. **prayed / rife**

    The country was _____ with enemies, so I _____ that our people would be safe.

The Betrayal

A king lived in a **fort** with his daughter, Clara. The king had **founded** a great empire, but his land was **rife** with enemies who wanted to take over the kingdom. Because there was so much **civil** unrest, the king told Clara not to trust anyone.

One day, Clara was walking outside when she saw a girl **sweeping** the path. Clara **crossed** the garden, and they started talking. The girl's name was Susie. Clara felt sorry for Susie because she was very poor, and Clara gave her a **bracelet**. After that, Susie and Clara met every day.

Once, the King saw them talking. He told Clara, "Don't talk to that girl. She could be an enemy."

"You can't **distrust** everyone," **commented** Clara. "She is my **sole** friend. It's OK to be friendly to people."

The King said, "Don't argue with me. Stay inside from now on, and talk to no one."

Clara felt lonely in the fort. But one day she saw Susie outside. She wrote her a note with a map showing a secret entrance to the fort. Clara wrote: "Come at night, and we can talk together. Don't show anybody this note." She threw the note to Susie, and Susie **tucked** it in the **lining** of her dress.

That night Clara waited for Susie. But she heard something ticking, and then a loud **blast**. She ran into the hall, and it was full of smoke, which made her **choke**. A **mass** of soldiers were there, fighting. Clara realized that Susie had **betrayed** her and given the map to her father's enemies. Clara **prayed** that everyone in the castle would be safe from her friend's **treachery**.

At last, the fighting **ceased**. Clara found her father in the hall with his soldiers. They had defeated their enemies, but there were **dents** in their armor from the heavy fighting. Clara told her father what she had done and promised never to disobey him again.

Reading Comprehension

UNIT 20

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The land near the king's fort was rife with disease.

_____

2. ____ When Clara and Susie met, Clara was sweeping the path.

_____

3. ____ Clara crossed the garden to talk to Susie.

_____

4. ____ Clara gave Susie a bracelet.

_____

5. ____ Clara commented to her father that he should distrust people.

_____

6. ____ Clara choked because of the smoke.

_____

PART B **Answer the questions.**

1. Which of the following actions did Clara do in the story?
   a. Sweep the path
   b. Betray her sole friend
   c. Found a clock ticking
   d. Pray

2. What did Clara hear in the middle of the night?
   a. Civil fighting
   b. A loud blast
   c. Susie calling at the window
   d. Someone sweeping

3. What did the king emphasize?
   a. Anybody could be an enemy.
   b. Clara should be friendly to people.
   c. He distrusted his relatives.
   d. His enemy's treachery had ceased.

4. Where were the mass of soldiers fighting?
   a. In the garden
   b. In the hall
   c. In the King's bedroom
   d. Outside Clara's window

UNIT 21

Word List

background [bækgràund] *n.*

A **background** is a person's education, family, and experience.

→ *The new teacher had a **background** in science and math.*

bait [beit] *n.*

Bait is something used to trick a person or thing to do something.

→ *The best **bait** for catching fish is a big, fat worm.*

chronicle [kránikl] *v.*

To **chronicle** something means to record an event or speech.

→ *The daily newspaper **chronicles** local and world events.*

copper [kápər] *n.*

Copper is a red-brown metal often used in electric wire and pipes.

→ *Ancient hunters melted **copper** to make knives and spears.*

disease [dizí:z] *n.*

A **disease** is an illness that causes specific problems.

→ *He had a **disease** that caused him to lose his hearing.*

folklore [fóuklɔ̀:r] *n.*

Folklore is the collection of beliefs and stories of a culture.

→ *India's **folklore** has stories written in long poems about great warriors.*

infect [infékt] *v.*

To **infect** someone means to give them an illness.

→ *The common cold **infects** hundreds of millions of people each year.*

itch [itʃ] *v.*

To **itch** means to rub the skin with your fingernails.

→ *The rough fabric in his shirt made the back of his neck **itch**.*

literature [lítərətʃər] *n.*

Literature is books, plays, and poetry.

→ *Early American **literature** covers the poetry and stories from 1500 to 1800.*

millennium [miléniəm] *n.*

A **millennium** is one thousand years.

→ *Stonehenge is believed to have been built about 5 **millenniums** ago.*

myth [miθ] *n.*

A **myth** is a traditional story that explains a culture's history and beliefs.

→ *In Greece, there was a **myth** about a woman who had snakes for hair.*

promote [prəmóut] *v.*

To **promote** someone means to raise them to a higher position or rank.

→ *After two years in the company, she was **promoted** to a manager.*

relate [riléit] *v.*

To **relate** to something means to have a connection with it.

→ *A company's plan usually **relates** to how much profit it can make.*

religion [rilídʒən] *n.*

A **religion** is a belief in a god or gods.

→ *Their **religion** taught that people should forgive their enemies.*

sum [sʌm] *n.*

A **sum** is a specific amount of money.

→ *He calculated the numbers to see what the **sum** of his bills would be.*

teller [télə:r] *n.*

A **teller** is a person who works with a bank's customers.

→ *The **teller** at the bank helped Kelly put money into a savings account.*

trustworthy [trʌ́stwə̀:rði] *adj.*

If someone is **trustworthy,** they are honest and truthful.

→ *Mary is one of the most **trustworthy** people I've ever met.*

update [ʌpdéit] *v.*

To **update** something means to make it more modern.

→ *We need to **update** the programs on our computers.*

vein [vein] *n.*

A **vein** is a tube in the body that carries blood toward the heart.

→ *The blue **veins** in my hand are just under my skin.*

venom [vénəm] *n.*

Venom is a poisonous substance that comes from animals or plants.

→ *A snake's **venom** can be used to cure the illnesses it creates.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. The reward for finding the lost dog was a very large specific amount.
   _____
2. When his arm got crushed, it damaged a tube that carries blood to the heart was damaged.
   _____
3. To which chart does this collection of data have a connetion with?
   _____
4. This book records the first years of the king's life.
   _____
5. Since that pot is made out of a red-brown metal, it gets hot very quickly.
   _____
6. The nation had a party because their country had existed for a thousand years.
   _____
7. Her experience made her the best person for the new job.
   _____
8. The poisonous substance from that fish will make you very sick.
   _____
9. I wouldn't believe him. He's not very honest.
   _____
10. The owners of the hotel decided to modernize the computer system.
    _____

Exercise 2

Choose the answer that best fits the question.

1. What do you need if you want to catch a fish?
   a. Copper b. Venom c. Bait d. Disease
2. Which of the following means to be raised to a higher position?
   a. Chronicle b. Update c. Infect d. Promote
3. Which would most likely be found in a library?
   a. Literature b. A teller c. A vein d. Regligion
4. Sometimes, uncomfortable clothes will make you do this?
   a. Itch b. Trustworthy c. Relate d. Background
5. Which of the following best describes the combination of two numbers?
   a. A sum b. A millennium c. Folklore d. A myth

Exercise 3

PART A Match the phrases to make complete sentences.

1. The bank **teller** _____.
2. Many **religions** _____.
3. The nation's **folklore** _____.
4. The factory's new worker had a **background** _____.
5. Those **veins** pump blood _____.
6. The snake's poisonous **venom** _____.
7. The newspaper story **chronicled** the action _____.
8. One of that culture's **myths** explains that the ocean _____.
9. The total **sum** for staying three nights at the hotel _____!
10. Her arm started to **itch** _____.

a. caused the boy to collapse
b. to all necessary places in the body
c. was once a small pond
d. was over $300
e. in engineering
f. deposited Paul's money into his account
g. from all of the insect bites
h. of the heroic crime-fighter
i. believe that there is a god
j. is rich with tradition

PART B Match the clauses to make complete sentences.

1. If you don't stay away from school today, _____.
2. Because the calendar didn't list the new holidays, _____.
3. The hunters put some food in the trap, _____.
4. She learned to speak the country's language, _____.
5. The police thought the two crimes might be connected, _____.
6. The pipes were safe for carrying water _____.
7. He had done great work for the company for three years, _____.
8. She never shared her friends' secrets with anyone, _____.
9. If you think a lot can happen in a hundred years, _____.
10. He had a bad cough and a headache, _____.

a. because they were made from **copper**
b. but no animals wanted the **bait**
c. so everyone knew she was **trustworthy**
d. it had to be **updated**
e. then you might **infect** the other students
f. so she could read their **literature**
g. so he thought he'd caught a **disease**
h. so his boss **promoted** him
i. but it turned out that they didn't **relate** to each other
j. then imagine how much might happen in a **millennium**

The Teller and the Thieves

A **teller** at a bank suspected some of her fellow employees of not being very **trustworthy**. She thought they were stealing. In order to catch them, though, she needed some way to link them to the crime.

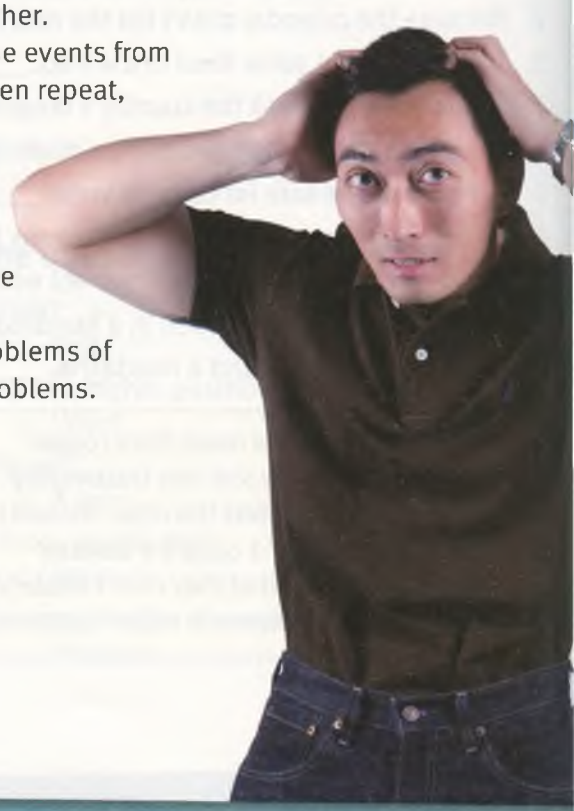
She had a **background** in **religion** and **folklore**. She remembered that one religion's **literature** had a **myth** that **chronicled** how a group of thieves was captured.

In the **millennium**-old story, coins of **copper** were covered with **venom** taken from a poisonous snake. The coins were left as **bait** for the robbers. When they touched the coins, the venom **infected** their bodies through their skin. The venom ran through their **veins**, and they all became very sick as if they had a **disease**. It made their skin purple. The police arrested whoever had purple skin.

She knew she couldn't use venom because it might hurt someone. However, she thought of a way to **update** the old story. She decided to cover a **sum** of money with a special powder. If people touched the money, the powder would cause their skin to **itch**. She placed the stack of money in the bank's safe. No one was supposed to take money from the safe. If somebody did, then they had to be stealing.

Within a few hours, three of her coworkers were scratching their hands and arms. They itched so badly that they couldn't even work. She checked the money, and it was gone. She told her boss what she had done, and he had the thieves arrested. He thanked her and **promoted** her.

Because events from history often repeat, ancient literature had helped the teller solve a crime. She proved that stories from the past still **relate** with the problems of today, and they can be helpful in solving problems.



Reading Comprehension

UNIT 21

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ A teller at a bank thought her fellow employees were trustworthy.

_____

2. ____ The teller remembered a myth that chronicled how to capture the thieves.

_____

3. ____ The venom was taken from a poisonous plant.

_____

4. ____ The robbers became sick as if they had a disease.

_____

5. ____ Two of her coworkers were scratching their hands and arms.

_____

6. ____ The teller's boss promoted her.

_____

PART B **Answer the questions.**

1. Which word does NOT describe the teller's background?
   a. Religion
   b. Literature
   c. Folklore
   d. Vein

2. In the millennium-old story, the police linked the robbers to the crime because _____.
   a. they were purple
   b. their skin itched
   c. they weren't working
   d. they were at the bank

3. What did the teller use as bait to catch her fellow employees?
   a. Coins of copper
   b. A special powder
   c. A sum of money
   d. The bank's safe

4. Why did the teller decide not to use venom in her trap?
   a. It wasn't related.
   b. It infected her.
   c. It was updated.
   d. It might hurt someone.

UNIT 22

Word List

charity [tʃærəti] *n.*

Charity is an act of giving help, usually money, to those who need it.

→ *Thanks to his friends' **charity**, he had enough money to pay the rent.*

commerce [kάmərs] *n.*

Commerce is the activity of buying and selling things.

→ *The new shopping mall increased the **commerce** in that section of town.*

condemn [kəndém] *v.*

To **condemn** someone means to give them a specific punishment.

→ *The judge **condemned** the criminal to five years in prison.*

cozy [kóuzi] *adj.*

If something is **cozy**, then it is comfortable, warm, and relaxing.

→ *The thick blanket made the bed very **cozy**.*

deplete [dìplíːt] *v.*

To **deplete** an amount of something means to use up all of it.

→ *All the driving he was doing was **depleting** his car's fuel supply.*

economy [ikάnəmi] *n.*

An **economy** is the money and businesses of a country or region.

→ *The factory was good for the **economy** because it brought jobs to the area.*

empire [émpaiər] *n.*

An **empire** is a large group of countries ruled by an emperor or empress.

→ *The emperor built roads to make travel easier throughout the **empire**.*

goods [gudz] *n.*

Goods are anything that can be bought or sold.

→ *Shoes, hats, dresses and purses were the **goods** she wanted to buy.*

heed [hiːd] *v.*

To **heed** something means to obey or follow it.

→ *You should **heed** the advice on the sign and not drive so fast.*

hitchhike [hítʃhàik] *v.*

To **hitchhike** means to travel by asking for rides from passing vehicles.

→ *She didn't have a car, so she **hitchhiked** several miles to her brother's home.*

mock [mɑk] *v.*

To **mock** someone means to tease them in a cruel way.

→ *The girls **mocked** Nancy because she was a new student.*

neutral [njúːtrəl] *adj.*

If someone is **neutral**, then they do not help either of the two fighting sides.

→ *The girl's friend remained **neutral** while the couple was arguing.*

persecute [pə́ːrsikjùːt] *v.*

To **persecute** means to treat someone badly.

→ *Dan felt **persecuted** because he was smaller than the other boys at school.*

pity [píti] *n.*

Pity is the feeling of sadness and kindness for those who are suffering.

→ *Because she had **pity** for the lost boy, she helped him find his parents.*

reduce [ridjúːs] *v.*

To **reduce** something means to make it less in size or number.

→ *When the store **reduced** its prices, people wanted to shop there.*

scribe [skraib] *n.*

A **scribe** was a person whose job was to copy written works.

→ *In Ancient Egypt, **scribes** recorded important events.*

temper [témpəːr] *n.*

A **temper** is someone's mood or a chance that they might get angry.

→ *She has a **temper**. Even the slightest mistakes make her angry.*

throne [eroun] *n.*

A **throne** is the special chair in which a ruler sits.

→ *Nobody except the king and queen sat in the **thrones** in the great hall.*

unity [júːnəti] *n.*

Unity is the state of people working together for a certain purpose.

→ *The project was finished early, thanks to the **unity** of the workers.*

victor [víktər] *n.*

A **victor** is a group or person that wins in a contest.

→ *At the end of the game, the blue team was the **victor**.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **mocking / temper**

   The other children were _____ him about how funny his new shoes looked, and it didn't take long for him to develop a bad _____.

2. **scribes / unity**

   The _____ realized that they could copy more books if they stopped arguing and worked in _____.

3. **cozy / hitchhiked**

   The young man _____ in the cold without getting a ride for such a long time. When a car finally picked him up, the soft seat and warm air was very _____.

4. **charity / goods**

   The _____ they received was not only money but also several, _____ such as food and clothing.

5. **heeded / neutral**

   The senators _____ the warning from the countries' leaders and decided to stay _____ in the war.

6. **commerce / empire**

   The ancient _____ that we studied in class today was very important because it spread _____ and trade throughout the world.

7. **throne / victor**

   The king's two sons had to fight to see who would become the next king. Whoever was the _____ would get to sit upon his father's _____.

8. **pity / reduced**

   The cold and dirt had _____ the poor man's clothing to almost nothing, and the mayor felt _____ for him and took him home to his house.

9. **economy / persecuted**

   The businessmen _____ the students because they didn't agree with his opinions concerning the _____.

10. **condemned / depleted**

    The men had _____ the small lake of all its fish and were _____ to going without fish for many years.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Appliances are <u>things that are bought</u> that usually last for many years.
   _____
2. After making five cakes, all the sugar in the house was <u>used up</u>.
   _____
3. During the holidays, offering <u>financial help to others</u> is very common.
   _____
4. Because my views were different, I was <u>treated badly</u> by my classmates.
   _____
5. The <u>group that wins</u> this game will have to play the very best team.
   _____
6. When his car ran out of gas, he <u>traveled by asking for rides</u> to the gas station.
   _____
7. Though it might seem like fun at the time, it's not nice to <u>tease in a cruel way</u> people.
   _____
8. The warm weather <u>lessened</u> the snow that covered the ground.
   _____
9. The <u>state of working together</u> the groups showed helped them to solve their problems.
   _____
10. The <u>many countries ruled by one person</u> was beginning to slowly fall apart.
    _____

Exercise 3

Choose the answer that best fits the question.

1. Who is someone who would NOT sit on a throne?
   a. A king b. A queen c. A chef d. An emperor
2. All of the following describe something that's cozy EXCEPT _____.
   a. relaxing b. large c. comfortable d. warm
3. What is something that you might heed?
   a. Food b. Money c. Fun d. Advice
4. If someone can't control their temper, then they are likely to easily become _____.
   a. upset b. proud c. happy d. sleepy
5. Which of the following is something a scribe would use?
   a. Goods b. An oven c. A pen d. Nails

The Scribe's Warning

A great and powerful **empire** needed the wood from its western areas to build palaces and homes for the emperor and his friends. However, the empire had **depleted** many of the forests. The trees were important to the western areas' **economy**. With no trees to sell, the **commerce** in that area was **reduced**. Citizens could no longer purchase the **goods** that they needed to survive. Their life became difficult.

A poor **scribe** from the area wanted to help. He **hitchhiked** to the capital to ask the emperor for **charity**. He was invited to the palace. It was large and **cozy**. Tables were loaded with food, and fires burned warmly in every fireplace.

The emperor sat up upon his **throne**, and the scribe stood in front of him.

"I've come to ask for help," the scribe said. "We're all very poor and hungry. You've used up all of the forests, and now we have nothing to sell." Then he added a warning. "If we don't receive help, I'm afraid that the entire empire will suffer. We must establish some **unity**."

Upon hearing the scribe's request, the emperor's bad **temper** surfaced. He **mocked** the scribe. "You think I should help," he said and laughed. "You should just be happy to belong to this great empire. You will get nothing from me."

The emperor felt no **pity** for the citizens of the western area. They were **condemned** to starve. The scribe returned home with nothing.

Not long after, an enemy invaded the empire from the west. They were marching to the capital. Because the citizens felt **persecuted** by the emperor, they remained **neutral**. They didn't fight the invaders but allowed them to march freely to the capital.

The emperor was defeated. If he had **heeded** the words of the scribe, then the citizens might have been the **victors**. But because he had treated them badly, they treated him badly in return.

Reading Comprehension

UNIT 22

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Much of the forest had been depleted by the empire.

_____

2. ____ The sheep were important to the western areas' economy.

_____

3. ____ The scribe hitchhiked to the capital to ask the emperor for charity.

_____

4. ____ The scribe sat upon his throne, and the emperor stood in front of him.

_____

5. ____ The emperor condemned the citizens of the western areas to hard work.

_____

6. ____ If the emperor had heeded the scribe's warning, the citizens might have been the victors.

_____

PART B **Answer the questions.**

1. Why were the citizens hungry?
   a. Commerce was high.
   b. They couldn't buy goods.
   c. Prices were reduced.
   d. They were too cozy.

2. The emperor's palace was all of the following EXCEPT _____.
   a. large and cozy
   b. made with wood
   c. cold and dark
   d. in the capital

3. When the emperor heard the scribe's request, how did he behave?
   a. He felt pity.
   b. He asked for unity.
   c. He remained neutral.
   d. He showed his temper.

4. At the end of the story, what happened to the emperor?
   a. He was defeated.
   b. He changed his evil ways.
   c. He became rich.
   d. He got married

UNIT 23

Word List

accurate [ækjərit] *adj.*

If something is **accurate**, it is completely correct.

→ *The story in the newspaper wasn't very **accurate**.*

analyze [ænəlàiz] *v.*

To **analyze** something is to study it.

→ *The scientist will **analyze** the blood sample.*

asteroid [æstərɔ̀id] *n.*

An **asteroid** is a giant rock from outer space.

→ *In 1908, a giant **asteroid** hit Siberia.*

controversy [kɑ́ntrəvə̀:rsi] *n.*

A **controversy** is a dispute about something that affects many people.

→ *There has been a lot of **controversy** over the judge's decision.*

evolve [iválv] *v.*

To **evolve** is to change over time.

→ *Many people think that humans **evolved** from animals.*

factor [fǽktər] *n.*

A **factor** is something that has an effect on the way another thing happens.

→ *Smoking is the main **factor** that causes lung cancer.*

genetic [dʒinétik] *adj.*

If something is **genetic**, it is related to the genes in one's body.

→ *The color of one's eyes is **genetic**.*

genome [dʒí:noum] *n.*

A **genome** is the collection of all the genes in a living thing.

→ *Understanding the human **genome** may help cure many diseases.*

identical [aidéntikəl] *adj.*

To be **identical** is to be the same as someone or something else.

→ *James and John are **identical** twins.*

intellectual [intəléktʃuəl] *n.*

An **intellectual** is a very smart person.

→ *We've always considered my Uncle Max the **intellectual** of the family.*

majority [mədʒɔ́(:)rəti] *n.*

A **majority** of something is almost all of the people or things in that group.

→ *A **majority** of the people voted for Tom Smith in the election.*

mammal [mǽməl] *n.*

A **mammal** is an animal that usually has hair and is not born from an egg.

→ *Even though it lives in the water, whales are actually **mammals**.*

multiply [mʌ́ltəplài] *v.*

To **multiply** is to increase in number.

→ *In the past year, the number of people at work **multiplied** by ten percent.*

offspring [ɔ́:fspriŋ] *n.*

Offspring are the children of a person or the babies of an animal.

→ *The dog's **offspring** had the same color of fur as she did.*

pesticide [péstəsàid] *n.*

A **pesticide** is a substance used to kill insects.

→ *The farmer sprayed his crops with a **pesticide** to keep bugs away.*

regulate [régjəlèit] *v.*

To **regulate** something is to control how it happens.

→ *The bank **regulates** how much money people can borrow from it.*

reinforce [rì:infɔ́:rs] *v.*

To **reinforce** something is to make it stronger.

→ *Peter **reinforced** his opinion with information from a book.*

stricken [stríkən] *adj.*

If one is **stricken** by a disease or problem, they are badly affected by it.

→ *Mike was **stricken** with a horrible illness.*

vast [væst] *adj.*

If something is **vast**, it is very large.

→ *The wealthy man bought a **vast** amount of land in the countryside.*

vegetarian [vèdʒətɛ́əriən] *n.*

A **vegetarian** is someone who does not eat any meat products.

→ *I became a **vegetarian** because I don't like the taste of meat.*

Exercise 1

Choose the answer that best fits the question.

1. A professor at a university is probably _____.
   a. a majority
   b. an intellectual
   c. a controversy
   d. a factor

2. If every member of a family has a disease, the disease is _____.
   a. accurate
   b. identical
   c. vast
   d. genetic

3. What would a farmer do if bugs were eating his plants?
   a. Use a pesticide
   b. Find a mammal
   c. Raise offspring
   d. Become a vegetarian

4. What is something that scientists do?
   a. Analyze chemicals
   b. Multiply books
   c. Reinforce messages
   d. Regulate businesses

5. Which word is related to the term "outer space"?
   a. Stricken
   b. Evolve
   c. Genome
   d. Asteroid

6. What happens when something evolves?
   a. It studies more.
   b. It disagrees.
   c. It changes.
   d. It gets stronger.

7. Which of these is a mammal?
   a. A chicken
   b. A snake
   c. A spider
   d. A monkey

8. What would a vegetarian eat?
   a. Steak
   b. Sausage
   c. Chicken
   d. Corn

9. If something is accurate, it is _____.
   a. long
   b. false
   c. correct
   d. mysterious

10. Which of these is usually considered vast?
    a. The sky
    b. A bedroom
    c. A pool
    d. The newspaper

Exercise 2

PART A Match the phrases to make complete sentences.

1. The cheaper blouse is nearly **identical** _____.
2. The zoo is full of **mammals** _____.
3. The computer has **evolved** from _____.
4. My teacher said that **asteroids** _____.
5. Many **pesticides** that are used on _____.
6. The woman **reinforced** her statement _____.
7. The doctor **analyzes** the daily report _____.
8. The **vast** space of the room was _____.
9. My report on animal **genomes** _____.
10. The accident left her **stricken** _____.

a. will be printed in a science textbook
b. about each patient
c. with two broken legs and an injured arm
d. that come from all over the world
e. with an example from a scientific study
f. a big machine to a tiny one
g. to the one I found in that expensive store
h. are made of rock, ice and metal
i. big enough to fit at least 5,000 people
j. crops cause illnesses in humans

PART B Match the clauses to make complete sentences.

1. A small group of kids wanted pizza, _____.
2. I don't read gossip magazines _____.
3. The people in this department can't be trusted, _____.
4. There are many things to consider about the car, _____.
5. The sisters both had the strange disease, _____.
6. James thought he made the right choice, _____.
7. Pam served steak and potatoes to Ben, _____.
8. Alice is a short woman, _____.
9. I thought it would take weeks for them to grow, _____.
10. Daniel loves sports and parties, _____.

a. but the flowers **multiplied** fast
b. but the **majority** wanted hamburgers
c. so dad thought it was **genetic**
d. but she didn't know he was a **vegetarian**
e. since the news isn't **accurate**
f. but the most important **factor** is its price
g. but her **offspring** are very tall
h. but his brother is more of an **intellectual**
i. but it caused a lot of **controversy**
j. so we must **regulate** their actions

How the Dinosaurs Really Died

Many scientists and **intellectuals** think that dinosaurs died when an **asteroid** smashed into the Earth millions of years ago. However, recently, there has been some **controversy** over this theory. Some scientists think that it isn't **accurate**. They think that a tiny insect may have been the biggest **factor** in the death of these huge creatures. That insect was the mosquito.

These scientists do think that an asteroid hit the Earth in the time of the dinosaurs. But that wasn't what killed all of them. At that time, insects, including the mosquito, were beginning to **evolve**. Today, we can **regulate** the number of mosquitoes with **pesticides**. But that was impossible millions of years ago. The mosquitoes **multiplied** quickly. And they were certainly not idle. Since there were so many mosquitoes, it was easy for them to bite many of the dinosaurs. When they bit another living thing, the mosquitoes passed along a deadly disease. So the dinosaurs were **stricken** with the disease. A **vast majority** of them, from the **vegetarians** to the meat eaters, died.

To **reinforce** this idea, scientists stress how gradually the dinosaurs died. If an asteroid killed them, they would have died very quickly. But the number of dinosaurs decreased slowly. In addition, scientists have found **genetic** material of mosquitoes in fossils. This material proves that mosquitoes existed back then. Although there may have been other factors, the dinosaurs died mainly because of disease, the scientists say.

No matter how it happened, the dinosaurs' death had a major impact on other living things. Many dinosaurs ate **mammals**. After the dinosaurs died, mammals were able to evolve and produce **offspring**. Birds also evolved. Scientists have **analyzed** the **genomes** of birds, and they discovered that birds have **identical** genetic material to some dinosaurs. So there may still be dinosaurs among us after all.

Reading Comprehension

UNIT 23

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Some scientists think the asteroid theory isn't accurate.

_____

2. ____ A huge creature may have been the biggest factor in the death of these tiny insects.

_____

3. ____ Today, we can regulate the number of mosquitoes with pesticides.

_____

4. ____ A vast majority of mosquitoes, from the vegetarians to the meat eaters, died.

_____

5. ____ In addition, scientists have found the genetic material of mammals in fossils.

_____

6. ____ Many dinosaurs ate mammals.

_____

PART B **Answer the questions.**

1. What might have been the biggest factor in the dinosaurs' death?
   a. Their genetic material
   b. An asteroid
   c. Other animals
   d. Mosquitoes

2. What do we do to regulate the number of mosquitoes?
   a. We use pesticides.
   b. We feed them to vegetarians.
   c. We kill their offspring.
   d. We analyze their genomes.

3. How did the mosquitoes spread the deadly disease?
   a. They produced offspring.
   b. They bit many dinosaurs.
   c. They ate birds.
   d. They multiplied quickly.

4. What proves that mosquitoes were around at the same time as dinosaurs?
   a. Genetic material in fossils
   b. Similar modern insects
   c. Fossils of dinosaurs
   d. Other disease-stricken animals

UNIT 24

Word List

cherish [tʃériʃ] *v.*

To **cherish** something means to hold it as very important.

→ *I **cherish** this trophy I won.*

compassion [kəmpǽʃən] *n.*

Compassion is a feeling of understanding for someone who is hurt or suffering.

→ *The veterinarian had **compassion** for the sick little puppy.*

consent [kənsέnt] *n.*

Consent is permission to do something.

→ *Their mother gave the children **consent** to go outside and play.*

core [kɔ:r] *n.*

The **core** is the center of something.

→ *The rings of a tree start forming at its **core**.*

cunning [kʌ́niŋ] *adj.*

If someone is **cunning**, they are good at tricking people.

→ *The **cunning** child fooled his parents into thinking that he was kind.*

dizzy [dízi] *adj.*

If someone is **dizzy**, then they feel off balance as if they will fall down.

→ *The pregnant woman was **dizzy** after standing up too quickly.*

equilibrium [i:kwəlíbriəm] *n.*

Equilibrium is the balance between different forces.

→ *The sudden drop in prices upset the **equilibrium** of the economy.*

foster [fɔ́(:)stər] *v.*

To **foster** a feeling or a skill means to help it develop.

→ *She helped **foster** a sense of calm in the little boy.*

grind [graind] *v.*

To **grind** something means to break it into very small pieces or powder.

→ *She wanted to **grind** the beans, so she could brew some coffee.*

growl [graul] *v.*

To **growl** means to make a deep, angry sound.

→ *The dog started to **growl** at the man walking by.*

moderation [màdərèiʃən] *n.*

Moderation is a state of being just enough but not too much.

→ *It is important to eat in **moderation** so that you can have a healthy body.*

predator [prédətər] *n.*

A **predator** is an animal that kills and eats other animals.

→ *The peregrine falcon is a **predator** that eats fish.*

sane [sein] *adj.*

If someone is **sane**, they can think in a normal way.

→ *Oliver does not act like a **sane** person when he is angry.*

saucer [sɔ́:sər] *n.*

A **saucer** is a small round dish that you set a cup on.

→ *He placed the spoon on the **saucer**.*

snatch [snætʃ] *v.*

To **snatch** something means to take it away with a quick motion.

→ *He was so hungry that he **snatched** an apple from a tree.*

stagger [stǽgər] *v.*

To **stagger** means to move in an unsteady way and almost fall over.

→ *He **staggered** around after having too much to drink.*

stumble [stʌ́mbəl] *v.*

To **stumble** means to put your foot down wrong so that you almost fall.

→ *He **stumbled** as he ran through the puddle.*

tense [tens] *adj.*

If someone is **tense**, they are worried something bad might happen.

→ *After the phone call, Monica was very **tense**.*

tumble [tʌ́mbəl] *v.*

To **tumble** means to fall, often in a rolling way.

→ *He lost his balance while snowboarding and **tumbled** to the ground.*

withhold [wiðhóuld] *v.*

To **withhold** something is to not give it to someone.

→ *They **withheld** all information until she paid her fine.*

Exercise 1

PART A Choose the answer that best fits the question.

1. Which of the following means to make a noise?
   a. Grasp
   b. Plush
   c. Growl
   d. Stagger

2. Which of the following eats other animals?
   a. Core
   b. Predator
   c. Cunning
   d. Saucer

3. What is a balance between two things?
   a. Equilibrium
   b. Foster
   c. Compassion
   d. Sane

4. Which of the following means not too much?
   a. Dizzy
   b. Withhold
   c. Tense
   d. Moderation

5. What word means the same as agreement?
   a. Cherish
   b. Stumble
   c. Snatch
   d. Consent

PART B Choose the right definition for the given word.

1. withhold
   a. to think normally
   b. to be together
   c. to not give
   d. to express happiness

2. snatch
   a. to leave
   b. to throw
   c. to give
   d. to take

3. cherish
   a. to break into pieces
   b. to love something important
   c. to agree with
   d. to give something away

4. stagger
   a. to turn off
   b. to run into someone
   c. to take something away
   d. to trip and almost fall

5. saucer
   a. a small dish
   b. to stop being angry
   c. helping someone
   d. to go against

Exercise 2

Choose the word that is the better fit for each blank.

1. **cherish / moderation**

   I _____ going to the movies, but in _____ because it can be expensive.

2. **growl / predator**

   The lion began to _____, and the deer knew there was a _____ to be afraid of.

3. **compassion / sane**

   The man was _____, so he felt _____ for the starving child in need.

4. **saucer / snatch**

   The boy moved to _____ the cup from his sister and knocked over the _____.

5. **core / foster**

   Deep in the _____ of the tree, there are minerals that _____ new growth.

6. **cunning / grind**

   The _____ criminal started to _____ up the gemstone so no one would know it was the same stone.

7. **dizzy / tumbled**

   After he _____ down the hill, he felt _____.

8. **consent / withhold**

   The woman decided to _____ her permission and did not give _____ to her daughter's request.

9. **stumble / tense**

   The man felt _____ after his horse started to _____ because he thought that the horse might fall.

10. **equilibrium / stagger**

    I felt like I had no _____. As a result, I started to _____ as I walked.

The Traveler and the Innkeeper

A traveler stopped at an inn. He sat and watched people closely, like a **predator**. He heard the old innkeeper talking to a young man in the **core** of the inn.

"I just need to borrow some money. I swear that I'll spend it in **moderation**, and my friend will pay you back tomorrow," the man said. The innkeeper gave his **consent** and pulled out some money.

The traveler knew that this was a trick. The man was going to leave with the poor innkeeper's money and never return. He felt **compassion** for the nice innkeeper and did not want him to be tricked. The **cunning** traveler decided to teach the innkeeper a lesson.

The traveler walked over to the innkeeper and sat down. The innkeeper had started to **grind** coffee beans to make coffee. He made the coffee and handed the traveler a **saucer** and a cup. The two started talking. After a while the traveler yawned and then **growled** like a wolf.

"Are you not **sane**? I thought I just heard you growl," said the innkeeper.

"I did. I am cursed. Every time I yawn three times in a row, I turn into a wolf and attack people."

The innkeeper became **tense**. Then the traveler yawned again. As the traveler started to yawn a third time, the innkeeper turned to run outside. As he ran, the traveler **snatched** his coat. The scared innkeeper **staggered** outside and **tumbled** into the street.

The traveler followed him out because he did not want to **withhold** the truth any longer. He just wanted to **foster** happiness and restore the innkeeper's emotional **equilibrium**. The innkeeper was **dizzy**, and he **stumbled**. The traveler helped him stand up.

"That was a trick," the traveler said as he returned the coat.

"Oh, good. I **cherish** this coat," responded the innkeeper.

"Well, hopefully this will teach you that you shouldn't believe every story that you hear."

Reading Comprehension

UNIT 24

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The thief promised to spend money in moderation.

_____

2. ____ The traveler staggered outside.

_____

3. ____ The innkeeper became tense after the traveler told him why he growled.

_____

4. ____ The traveler felt compassion for the innkeeper.

_____

5. ____ The traveler wanted to withhold the truth and foster anger.

_____

6. ____ The innkeeper said that he cherished his coat.

_____

PART B **Answer the questions.**

1. What did the traveler want to foster inside the innkeeper?
   a. health
   b. strength
   c. despair
   d. happiness

2. The traveler snatched the coat _____.
   a. to make the innkeeper sane
   b. to teach the innkeeper a lesson
   c. to be a predator
   d. to sell it and make money

3. Why did the innkeeper consent to give the young man money?
   a. The young man was scary.
   b. The young man was cunning.
   c. The young man was dizzy.
   d. The young man's friend would repay him.

4. Why did the innkeeper hand the traveler a saucer and a cup?
   a. So he could drink coffee
   b. So he could restore equilibrium
   c. So he could grind coffee beans
   d. So he could steal his coat

UNIT 25

Word List

aircraft [ɛ́ərkræ̀ft] *n.*

An **aircraft** is a vehicle that flies in the sky, such as an airplane or helicopter.

→ *At the museum in the airport, you can see a lot of old **aircraft**.*

celebrity [səlébrəti] *n.*

A **celebrity** is someone who is famous.

→ *It was the highlight of the evening when the **celebrities** arrived.*

concrete [kánkri:t] *n.*

Concrete is a substance made from stones.

→ *The man covered the ground with **concrete**.*

decisive [disáisiv] *adj.*

If someone is **decisive**, they make decisions quickly.

→ *Our boss is very **decisive**, so it did not take long to organize the project.*

esteemed [istí:md] *adj.*

If someone is **esteemed**, many people like or respect them.

→ *An **esteemed** scientist is coming to the university to talk about her discoveries.*

ethical [éθikəl] *adj.*

If something is **ethical**, it is the right thing to do.

→ *Many people believe that it is **ethical** to help others in need.*

extinct [ikstíŋkt] *adj.*

If plants or animals are **extinct**, there are none left.

→ *There used to be dinosaurs all over the world, but now they are **extinct**.*

hardy [hɑ́:rdi] *adj.*

If a person or plant is **hardy**, it is strong and can live though difficult conditions.

→ *The farmer is a **hardy** man and doesn't mind working outside.*

institute [ínstətjù:t] *n.*

An **institute** is an organization that is interested in research or teaching.

→ *I am going to a lecture about ancient Rome at the Historical **Institute**.*

jealousy [dʒéləsi] *n.*

Jealousy is a feeling of wanting something that somebody else has.

→ *She felt a lot of **jealousy** when she saw Luke with two girls.*

migrate [máigreit] *v.*

To **migrate** means to move from one place to another.

→ *Many birds **migrate** to warmer countries in the winter.*

nurture [nə́:rtʃər] *v.*

To **nurture** something means to care for it as it grows or develops.

→ *Robert **nurtured** his plants, and that is why they grow so well.*

overhead [óuvərhéd] *adv.*

If something is **overhead**, it is located above you.

→ *As we sat on top of the hill, a plane flew **overhead**.*

principle [prínsəpəl] *n.*

A **principle** is a belief about the correct way to behave.

→ *To maintain **principles**, it's vital to watch, listen, and speak carefully.*

rural [rúərəl] *adj.*

If a place is **rural**, it is in the countryside instead of the city.

→ *I want to live in a small house in a **rural** area.*

secluded [siklú:did] *adj.*

If a place is **secluded**, it is far away from any other place.

→ *There was a **secluded** bench in the park.*

species [spí:ʃi(:)z] *n.*

A **species** is a type of plant or animal.

→ *There are 21 different **species** of butterfly in this forest.*

swamp [swɑmp] *n.*

A **swamp** is a very wet area of land.

→ *There are lots of wild animals living in the **swamp**.*

traverse [trævə́:rs] *v.*

To **traverse** means to move or travel through an area.

→ *The explorer **traversed** the desert alone on a camel.*

zoology [zouɑ́lədʒi] *n.*

Zoology is a subject in which people study animals.

→ *Helen wants to study **zoology** because she has always liked animals.*

Exercise 1

PART A Choose the right word for the given definition.

1. being the right thing to do
   a. jealousy b. migrate c. ethical d. secluded
2. a wet area of land
   a. swamp b. institute c. celebrity d. species
3. able to make decisions quickly
   a. hardy b. rural c. extinct d. decisive
4. respected by many people
   a. nurture b. traverse c. esteemed d. overhead
5. a rule of behavior
   a. zoology b. aircraft c. concrete d. principle

PART B Choose the right definition for the given word.

1. nurture
   a. to travel b. respected c. to care for d. to die
2. secluded
   a. respected b. correct c. alone d. to make decisions
3. species
   a. stones b. an animal c. wet land d. a place to study
4. jealousy
   a. knowing right and wrong b. the act of wanting another person's things
   c. famous d. studying animals
5. overhead
   a. moving b. above c. able to fly d. able to cope

Exercise 2

Choose the answer that best fits the question.

1. How come we cannot see dinosaurs today?
   a. They are celebrities. b. They are extinct.
   c. It isn't ethical. d. They have all traversed the desert.
2. What should I do if I want to learn about animals?
   a. Go to a swamp b. Study zoology c. Nurture babies d. Be decisive
3. Which of these does NOT describe the countryside?
   a. It is very rural. b. There are not a lot of buildings.
   c. Birds often fly overhead. d. There is a lot of concrete.
4. If you want to camp in the mountains, you need to _____.
   a. have principles b. be hardy c. feel jealousy d. travel in an aircraft
5. Brids _____ to warmer parts of the country during the winter.
   a. esteem b. insitute c. species d. migrate

Exercise 3

Choose the word that is the better fit for each blank.

1. **hardy / traverse**

   You need to be _____ if you want to _____ the mountains.

2. **institute / celebrity**

   A(n) _____ is going to give a talk at the _____ of Drama.

3. **aircraft / migrate**

   Many people _____ by ship or _____.

4. **esteemed / jealousy**

   She felt a lot of _____ because her sister was highly _____.

5. **swamp / extinct**

   They found the remains of _____ animals in the _____.

6. **secluded / species**

   You can see many different bird _____ in this _____ location.

7. **ethical / decisive**

   He made a quick, _____ choice, but he was worried if it was the _____ thing to fire him over the holidays.

8. **zoology / nurture**

   He chose to study _____ because he has always liked to _____ animals.

9. **overhead / rural**

   I like to be in _____ areas where there are no planes flying _____.

10. **concrete / principle**

    I don't like the _____ of covering the garden in _____.

Gilbert and the Lizard

Eliza disliked Australia. Firstly, she'd had to spend twenty uncomfortable hours on an **aircraft** getting here. She wanted to go to the beach, but her husband was a **zoology** professor and wanted to look for some interesting animals. So now she was **traversing** a **swamp** in the midday heat.

"Let me sit down, Gilbert. I'm not **hardy** like you," she said, eventually.

They sat under a tree. There were lots of birds in that **secluded**, **rural** place, and they watched them flying **overhead**.

Then suddenly Gilbert saw something on a rock. "That's strange," said Gilbert. "That looks like a Red Swamp Lizard, but I thought that **species** was **extinct**." He carefully picked it up. "Yes, it is! I'm going to take it back to the Zoology **Institute**. They will be filled with so much **jealousy** when they see what I have found!"

"Are you sure we should take it from its home?" asked Eliza.

"Nonsense, many animals **migrate**. They're used to changes," said Gilbert.

"Hmm, I don't agree with the **principle** of it," said Eliza. "It isn't **ethical**." But Gilbert was **decisive** and took the lizard back to the hotel in the city. He thought that this find would make him a highly **esteemed celebrity** at the Zoology Institute.

For the next few days, Gilbert fed and **nurtured** the lizard. But the lizard wasn't happy. It lost its beautiful red color and began to look ordinary. In fact, Gilbert started to wonder whether it was special at all. He went outside and found a common lizard on a piece of **concrete**. When he compared them, they looked exactly alike. The lizard was only red in the swamp!

Gilbert said to Eliza, "I'm going to return this lizard to the swamp. I've learned an important lesson. Home is where we are happiest. At home, we are special like the red lizard. We can never be so happy when we are away."

"Good," said Eliza. "So, can we go home now?"

Reading Comprehension

UNIT 25

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The journey on the aircraft to Australia took thirty hours.

_____

2. ____ Eliza was a professor of zoology.

_____

3. ____ Eliza was hardier than Gilbert.

_____

4. ____ The swamp was in a rural, secluded area.

_____

5. ____ Gilbert thought that the red lizard was an extinct species.

_____

6. ____ Gilbert nurtured the red lizard at the hotel.

_____

PART B **Answer the questions.**

1. What did Gilbert and Eliza see flying overhead?
   a. An aircraft
   b. Birds
   c. An extinct species
   d. Butterflies

2. How was Gilbert described after he found the lizard?
   a. Full of jealousy
   b. Highly esteemed
   c. Decisive
   d. Full of principles

3. What did Gilbert think that the find would make him feel like?
   a. A celebrity
   b. Decisive
   c. Ethical
   d. Hardy

4. Where did Gilbert want to take the red lizard?
   a. To the Zoology Institute
   b. To the university
   c. To a different swamp
   d. To his home

UNIT 26

Word List

assumption [əsʌ́mpʃən] *n.*

An **assumption** is something that you believe is true but cannot prove.

→ *I went to the cafeteria on the **assumption** that everyone would be there.*

barley [bɑ́:rli] *n.*

Barley is a grain that is used for animal feed, health food and beer.

→ *The farmer grew **barley** to feed his cows in the winter.*

beast [bi:st] *n.*

A **beast** is a large, dangerous animal.

→ *A lion is one of the fiercest **beasts** on Earth.*

colonel [kə́:rnəl] *n.*

A **colonel** is a military officer.

→ *James has been given a promotion in the army. He is now a **colonel**.*

contagious [kəntéidʒəs] *adj.*

If a disease is **contagious**, it is easily carried from one person to another.

→ *You must wear protective clothing because the patient's illness is **contagious**.*

corpse [kɔ:rps] *n.*

A **corpse** is a dead body of a human.

→ *After the accident, the **corpse** was taken to the hospital.*

crisis [kráisis] *n.*

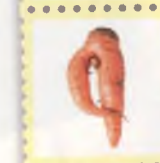
A **crisis** is a situation that is extremely stressful or dangerous.

→ *The airport workers' strike led to a **crisis** at the airport.*

cure [kjuər] *v.*

To **cure** means to cause an illness or injury to end or disappear.

→ *My dentist **cured** me of my toothache.*



deformed [difɔ́:rmd] *adj.*

If something is **deformed**, it is not shaped normally and may appear ugly.

→ *Even though the carrot was **deformed**, it was still safe to eat.*

discriminate [diskrímənèit] *v.*

To **discriminate** means to judge people according to their looks.

→ *They **discriminated** against her because she was different.*

embassy [émbəsi] *n.*

An **embassy** is where government officials work in a foreign country.

→ *If you lose your passport, you should contact the **embassy**.*

extinguish [ikstíŋgwiʃ] *v.*

To **extinguish** a fire means to make it stop.

→ *Michael **extinguished** the small fire with the hose.*

flint [flint] *n.*

Flint is a hard stone that people used to make weapons for hunting.

→ *There are a lot of **flint** tools in the museum.*

harass [həræs] *v.*

To **harass** someone means to annoy or trouble them.

→ *The children **harassed** their mother because they wanted her attention.*

integrate [íntəgrèit] *v.*

To **integrate** means to join, communicate and socialize.

→ *Governments want immigrants to **integrate** with the population.*

miniature [míniətʃər] *adj.*

If something is **miniature**, it is very small.

→ *The boy enjoys playing with his **miniature** train set in his bedroom.*

nutrition [nju:tríʃən] *n.*

Nutrition is the process by which people use food to stay healthy.

→ *It is important to pay attention to **nutrition** if you want to be an athlete.*

promptly [prámptli] *adv.*

If something happens **promptly**, it happens quickly or on time.

→ *Arrive **promptly**, or we won't have time to discuss everything.*

technician [tekníʃən] *n.*

A **technician** is a person who is skilled in electronic or mechanical work.

→ *I need to call the **technician** to help me with my computer.*

tropics [trápiks] *n.*

The **tropics** are the areas of land and sea close to the equator.

→ *People like to go to the **tropics** for vacation because it's warm.*

Exercise 1

PART A Choose the right word for the given definition.

1. a dangerous animal
   a. barley
   b. beast
   c. an assumption
   d. cure

2. to trouble or annoy someone
   a. extinguish
   b. harass
   c. discriminate
   d. integrate

3. a dead body
   a. colonel
   b. flint
   c. corpse
   d. embassy

4. very small
   a. miniature
   b. contagious
   c. deformed
   d. promptly

5. a bad situation
   a. technician
   b. crisis
   c. nutrition
   d. tropics

PART B Choose the right definition for the given word.

1. assumption
   a. a grain
   b. a military officer
   c. a belief without proof
   d. a bad situation

2. integrate
   a. to be on time
   b. to become ill
   c. to put out a fire
   d. to socialize with

3. flint
   a. a dead body
   b. an unusual shape
   c. a hard stone
   d. a building in another country

4. nutrition
   a. trouble
   b. the process of how food is used for health
   c. ending an illness
   d. a dangerous animal

5. tropics
   a. areas close to the Equator
   b. small things
   c. scientists
   d. bad treatment

Exercise 2

PART A Match the phrases to make complete sentences.

1. **Barley** is often _____.
2. The **colonel** won a medal _____.
3. Our new neighbors have **integrated** well _____.
4. The **corpse** was examined _____.
5. An employer should not **discriminate** _____.
6. The **embassy** will tell you _____.
7. The financial **crisis** _____.
8. I was able to **extinguish** the _____.
9. **Flint** weapons were used _____.
10. A lot of **miniature** electronic machines _____.

a. to determine the cause of death
b. are manufactured in Japan
c. how you can get a visa
d. by people living ten thousand years ago
e. fed to animals
f. was caused by poor bank management
g. entire fire by myself
h. for his work in the war
i. with the people in the village
j. among people at work

PART B Match the clauses to make complete sentences.

1. Tom left the house early _____.
2. The children wanted some chocolate, _____.
3. The book was very fun to read _____.
4. I phoned the police, _____.
5. Pam isn't at work today _____.
6. I want to cut down the tree in the garden _____.
7. James studied chemistry at university, _____.
8. Mike was released from the hospital _____.
9. If you want to be healthy, _____.
10. You may need to have some vaccinations _____.

a. if you go on vacation in the **tropics**
b. because the doctors **cured** his illness
c. because the illness is **contagious**
d. because all the **beasts** could talk
e. and they arrived very **promptly**
f. because it is **deformed** and looks ugly
g. so they **harassed** their father until he bought some
h. on the **assumption** that the traffic would be bad
i. and now he works as a **technician** in a laboratory
j. you need to pay attention to your **nutrition**

The Forest People

Colonel Wilbur and his wife Mary were flying over the **tropics** in their private plane. But suddenly the engine caught fire. It was impossible to **extinguish** the fire, so they were forced to land in the forest.

"What are we going to do?" said Mary. "Can you fix the plane?"

Wilbur said, "That's impossible. I am not a **technician**, and the plane is out of gasoline. We'll have to find help."

Wilbur and Mary walked through the forest. It was difficult to find a path through the trees. Mary even tore her dress on sharp thorns. Suddenly, they saw some huts and lots of **miniature** people, cooking and making weapons with **flint**.

"I'll ask them for help," said Wilbur.

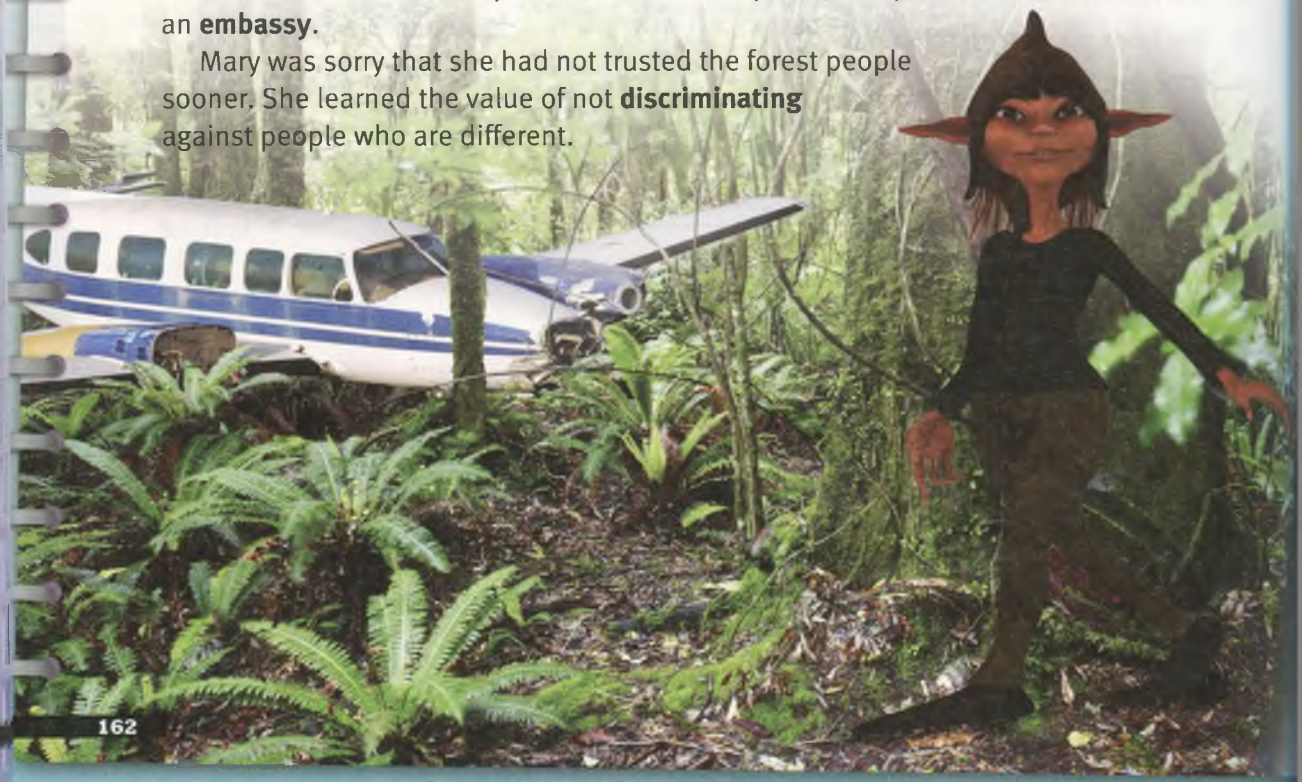
"No! Don't go! They are **deformed**!" said Mary. "They'll **harass** us! They may have a **contagious** virus that will make us sick! We won't know how to **cure** it. We'll surely end up as **corpses**!"

Wilbur tried to persuade Mary to go to the forest people, but she refused to **integrate** with them. She had the **assumption** that the small people were dangerous. "Let's keep walking. We're sure to find someone sooner or later."

For three days, the couple searched, but they found no one who could help them in their **crisis**. It was uncomfortable, and they were hungry without any source of **nutrition**. Plus, the forest was filled with dangerous **beasts**. Finally, Mary agreed to return to the forest people.

When Wilbur and Mary arrived at the village, the forest people immediately welcomed them. They gave them bread made from **barely** to eat and a place to sleep. The next day, the forest people led Wilbur and Mary through the trees, and they **promptly** arrived at a small town. From there, they took a bus to the city where they found an **embassy**.

Mary was sorry that she had not trusted the forest people sooner. She learned the value of not **discriminating** against people who are different.



Reading Comprehension 26

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Wilbur and Mary had to land in the forest because the engine caught fire.

   _____

2. ____ It was possible for the colonel to extinguish the fire on the plane.

   _____

3. ____ Even though the plane crashed, it still had plenty of gasoline.

   _____

4. ____ Mary refused to go to the people on the assumption they had a contagious virus.

   _____

5. ____ The couple searched for help in the forest for five days.

   _____

6. ____ The forest people led Wilbur and Mary through the trees, and they promptly arrived at a city.

   _____

PART B **Answer the questions.**

1. What was the bread that the forest people gave Wilbur and Mary made of?
   a. Barley
   b. Flint
   c. Corpses
   d. Beasts

2. After the crisis in the forest, Mary learned not to _____.
   a. discriminate against people
   b. harass forest people
   c. fly a plane in the tropics
   d. wear dresses in the forest

3. Where was the embassy located?
   a. In the village
   b. On the coast
   c. In the city
   d. In the town

4. Why didn't Mary want to integrate with the forest people?
   a. They had poor nutrition.
   b. They looked deformed.
   c. They were very tall.
   d. They were from the embassy.

UNIT 27

Word List

beneficial [bènəfíʃəl] *adj.*

If something is **beneficial**, it is good for you.

→ *Drinking milk everyday is **beneficial** to your bones.*

birthplace [bə́:rθplèis] *n.*

A **birthplace** is a place where a person is born or where something started.

→ *China is the **birthplace** of chopsticks.*

capacity [kəpǽsəti] *n.*

The **capacity** of something is the amount of things that can be put in it.

→ *The parking lot has reached its full **capacity**.*

comparative [kəmpǽrətiv] *adj.*

If something is **comparative**, it is being judged based on something else.

→ *The money that John has is **comparative** to most other adults.*

comprehensive [kὰmprihénsiv] *adj.*

If something is **comprehensive**, it has all the details about something else.

→ *The teacher gave us a **comprehensive** review for the exam.*

conserve [kənsə́:rv] *v.*

To **conserve** something is to protect it from being ruined or used completely.

→ *The group worked to **conserve** the beauty of Europe's national parks.*

crucial [krú:ʃəl] *adj.*

If something is **crucial**, it is extremely important to another thing.

→ *Clean air is **crucial** to the survival of humans, plants, and animals.*

cumulative [kjú:mjəlèitiv] *adj.*

Cumulative describes an increase by adding one after another.

→ *The **cumulative** snowfall in the area is 50 centimeters per year.*

deposit [dipɑ́zit] *v.*

To **deposit** something is to put it into a place or another thing.

→ *I **deposited** the money into my bank account.*

distribute [distríbju:t] *v.*

To **distribute** something is to give it to a number of people.

→ *The teacher **distributed** crayons and markers to his students.*

equator [ikwéitər] *n.*

The **equator** is an imaginary line that splits the Earth into north and south.

→ *The **equator** crosses the northern part of South America.*

exotic [igzɑ́tik] *adj.*

Exotic describes something unusual because it is from far away.

→ *Rebecca tried many **exotic** foods on her trip to Africa.*

federal [fédərəl] *adj.*

If something is **federal,** it comes from the government of a country.

→ *Sometimes **federal** laws are different from state laws.*

formation [fɔ:rméiʃən] *n.*

A **formation** is the way that something is made.

→ *The **formation** of ice happens when water freezes.*

frequency [frí:kwənsi] *n.*

The **frequency** of something is the number of times that it happens.

→ *The **frequency** of rainstorms is very high, especially during the spring.*

objective [əbdʒéktiv] *n.*

An **objective** is a goal or plan that someone has.

→ *My **objective** this week is to finish my homework by 7:30 every night.*

oxygen [ɑ́ksidʒən] *n.*

Oxygen is a gas that all living things need to breathe.

→ *My aunt believes that the **oxygen** in the country is cleaner than in the city.*

rainforest [réinfɔ̀(:)rist] *n.*

A **rainforest** is a forest that is in a place where it rains very often.

→ *The **rainforest** is home to many animals.*

strategy [strǽtədʒi] *n.*

A **strategy** is a plan for how to do something.

→ *The team came up with a **strategy** to win the game.*

wooded [wúdid] *adj.*

If an area is **wooded,** it is covered with trees.

→ *Jim and Ben decided to go hiking in the **wooded** area by the river.*

Exercise 1

PART A Choose the right word for the given definition.

1. to give something away
   a. deposit
   b. distribute
   c. comprehensive
   d. conserve

2. extremely important
   a. cumulative
   b. federal
   c. crucial
   d. wooded

3. where something begins
   a. birthplace
   b. formation
   c. rainforest
   d. equator

4. a person's goal
   a. strategy
   b. capacity
   c. objective
   d. frequency

5. unusual and unfamiliar
   a. oxygen
   b. exotic
   c. comparative
   d. beneficial

PART B Choose the right definition for the given word.

1. strategy
   a. a plan
   b. a goal
   c. a line
   d. a forest

2. beneficial
   a. filled with trees
   b. good for you
   c. unusual or exciting
   d. containing many details

3. formation
   a. how something is made
   b. the number of things inside something
   c. where someone is born
   d. how often something happens

4. federal
   a. made from added parts
   b. coming from the government
   c. very important
   d. based on something else

5. conserve
   a. to protect
   b. to give
   c. to put into
   d. to breathe

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. I like going to the park because it's covered with trees, and I feel like I'm in the mountains.
   _____
2. Sam gave away party invitations to his friends.
   _____
3. The letter came from a national government office.
   _____
4. The business's goal is to earn more money this year than it did last year.
   _____
5. My mother grows unusual and unfamiliar flowers in her garden.
   _____
6. He needed gas required for breathing to help him survive.
   _____
7. This book about the history of India is full of details.
   _____
8. I'm going to visit a small town in Ecuador that is near the imaginary line.
   _____
9. The number of shoes that Jane and Beth have is judged based on something else.
   _____
10. Eddie didn't want to eat it, but he knew the broccoli would be good for his health.
    _____

Exercise 3

Choose the answer that best fits the question.

1. Which word has about the same meaning as capacity?
   a. open b. expand c. reduce d. maximum amount
2. Which of these can be cumulative?
   a. Snow b. A plate c. A radio d. Air
3. What is something you would deposit into a closet?
   a. A television b. Jackets c. Money d. Water
4. What is something you probably wounldn't encounter in a rainforest?
   a. Many trees b. Monkeys c. Humid weather d. Kangaroos
5. In which place is there a high frequency of snowfall?
   a. Antarctica b. Spain c. England d. Australia

A Dying Forest

Rainforests provide much of the world's **oxygen** supply. But the forests' **exotic** trees and animals are being killed to make room for farmers and roads. People have been trying to **conserve** rainforests for years. But another type of forest—the cloud forest—is just as **beneficial** to humans. Cloud forests are also in danger of disappearing, but little is being done to save them.

These forests are located at the tops of mountains, generally near the **equator**. These humid, **wooded** mountaintops are mainly in African and Central and South American countries. They are called "cloud forests" because their height allows for the **formation** of clouds among the trees.

Rainforests produce large amounts of oxygen. Cloud forests produce **comparative** amounts of water. The trees in these forests pull water out of the clouds. The moisture gathers on the leaves. When it drips, it is **deposited** into streams. The streams flow into towns at the bottom of the mountain. Then, it's **distributed** to people. The yearly **cumulative** rainfall in these areas is 173–198 centimeters. Cloud forests can pull in up to 60 percent of that. This water is **crucial** to the plants and the people in the area. It helps them survive.

Cloud forests are also the **birthplace** of countless species of plants that can't be found anywhere else. One small cloud forest has the **capacity** for as many types of plants as there are in all of Europe. There are so many, in fact, that scientists haven't made a **comprehensive** list of them yet.

These forests are being destroyed with increasing **frequency**. Trees are being cut down, and roads are being built in their place. Some people have an **objective** to get **federal** money to protect the forests. But they have had little success. Another **strategy** is to replace the destroyed plants. That, too, has been difficult because the plants are so unique. There's plenty of work to be done, but saving the cloud forests is still a possibility.

Reading Comprehension

UNIT 27

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The equator provides much of the world's oxygen supply.

   _____

2. ____ People have been trying to conserve rainforests for years.

   _____

3. ____ Another type of forest—the cloud forest—is just as beneficial to humans as a rainforest.

   _____

4. ____ These humid, wooded mountaintops are mainly in African and European countries.

   _____

5. ____ Cloud forests are being destroyed with increasing frequency.

   _____

6. ____ Some people have an objective to get federal money to protect the forests.

   _____

PART B **Answer the questions.**

1. Where are cloud forests located?
   a. Near the equator
   b. In rainforests
   c. On farms
   d. In Europe

2. How do the trees in cloud forests make water?
   a. They pull it in from clouds.
   b. They allow the formation of clouds.
   c. They let it gather in leaves.
   d. They pull it in from streams.

3. How much water do cloud forests add to the yearly cumulative rainfall?
   a. About 188 centimeters
   b. More than 178 centimeters
   c. Up to 60 percent
   d. Less than rainforests

4. Why do some people want federal money?
   a. To plant more trees
   b. To build more roads
   c. To make room for farmers
   d. To protect the forests

UNIT 28

Word List

avail [əvéil] *n.*

Avail is help. It is often used in the achievement of a goal.

→ *His studying was to no **avail** because he failed the test.*

expand [ikspǽnd] *v.*

To **expand** is to become bigger in size.

→ *A balloon will **expand** as you blow air into it.*

define [difáin] *v.*

To **define** means to clearly state, show, or explain what something is.

→ *People **define** success in many different ways.*

dread [dred] *v.*

To **dread** is to be afraid of something that could, or is going to, happen.

→ *I **dread** the idea that I will not get into college.*

fundamental [fʌ̀ndəméntl] *adj.*

If something is **fundamental,** it is a basic part of something.

→ *The **fundamental** rules of basketball are easy.*

horrifying [hɔ́:rəfàiŋ] *adj.*

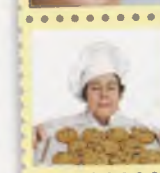
If something is **horrifying,** it is frightening and very unpleasant.

→ *There was a **horrifying** car accident today.*

incredulous [inkrédʒələs] *adj.*

If someone is **incredulous** about something, they do not believe that it is true.

→ *She was **incredulous** that monkeys could ever drive a car.*



linger [líŋgər] *v.*

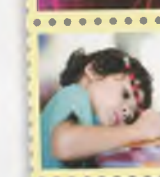
To **linger** is to last for a long time.

→ *The smell of fresh cookies **lingered** in the bakery.*

organism [ɔ́:rgənizəm] *n.*

An **organism** is a living thing, especially a very small one.

→ *We studied the **organism** on the microscope.*



paraphrase [pǽrəfrèiz] *v.*

To **paraphrase** is to make someone else's writing or speech shorter.

→ *The students were asked to **paraphrase** the story they just heard.*

plague [pleig] *n.*

A **plague** is a serious disease that quickly spreads to many people.

→ *A **plague** in Europe killed millions of people.*

presently [prézəntli] *adv.*

If something happens **presently**, it is happening right now.

→ ***Presently**, our profits are good, but by next year we can do even better.*

random [rændəm] *adj.*

If something is **random**, it happens without any pattern or reason.

→ *Young children often ask **random** questions.*

riot [ráiət] *n.*

A **riot** is a crowd that reacts to bad news by violently breaking laws.

→ *A **riot** broke out after the candidate lost the election.*

scribble [skríbəl] *v.*

To **scribble** is to write something quickly without caring about how it looks.

→ *I **scribbled** a rough diagram of our plan and gave it to him.*

shrine [ʃrain] *n.*

A **shrine** is a religious building built to honor a person, event, or god.

→ *He prayed at the **shrine** for an hour.*

solitude [sɑ́litʃùːd] *n.*

Solitude is the state of being totally alone.

→ *John lives a life of **solitude** because he doesn't get along well with people.*

stark [stɑːrk] *adj.*

If a contrast is **stark**, then the things being compared are utterly different.

→ *There is a **stark** contrast between their test scores.*

summon [sʌ́mən] *v.*

To **summon** a person is to ask them to come to you.

→ *We **summoned** the doctor as soon as we noticed she was sick.*

worsen [wə́ːrsən] *v.*

To **worsen** is to get worse.

→ *The weather suddenly **worsened**, and we had to stay inside.*

Exercise 1

PART A Choose the right word for the given definition.

1. to ask someone to come
   a. worsen
   b. scribble
   c. linger
   d. summon

2. basic
   a. verse
   b. riot
   c. avail
   d. fundamental

3. to get bigger
   a. expand
   b. define
   c. stark
   d. organism

4. to be afraid
   a. dread
   b. shrine
   c. random
   d. horrifying

5. not believing
   a. solitude
   b. presently
   c. incredulous
   d. plague

PART B Choose the right definition for the given word.

1. plague
   a. a violent reaction
   b. different
   c. a disease
   d. without reason

2. solitude
   a. being alone
   b. success
   c. afraid
   d. right now

3. define
   a. to last a long time
   b. to get bigger
   c. to explain clearly
   d. to make easier

4. organism
   a. a religious building
   b. a living thing
   c. not believing
   d. to send for

5. horrifying
   a. to get worse
   b. basic
   c. to write quickly
   d. very unpleasant

Exercise 2

Choose the word that is the better fit for each blank.

1. **shrine / riot**

   There was a _____ in the city yesterday, but the _____ was not damaged.

2. **paraphrased / defined**

   For the book report, I _____ the book and clearly _____ the author's purpose for writing it.

3. **expand / presently**

   There are 15 members in the group _____, but I expect that number to _____.

4. **avail / solitude**

   His attempt to catch the train was to no _____. He spent hours in _____ waiting for the next one.

5. **fundamental / worsen**

   The _____ point of my speech was to show that people need to act. If we don't do something, things will _____.

6. **linger / scribble**

   I tried to _____ the information as fast as I could because I didn't have time to _____.

7. **dreaded / horrifying**

   After seeing that _____ plane crash, I _____ flying.

8. **incredulous / stark**

   She was _____ that there could be such a _____ contrast between boys' and girls' grades.

9. **organism / summon**

   We should _____ scientists from around the world to study this new _____.

10. **plague / random**

    At first we thought _____ people were getting sick. Then we realized that a _____ was spreading.

Thucydides and the Plague of Athens

Thucydides was the world's first historian. **Presently**, we get most of our knowledge about ancient Greece from his writing. But Thucydides didn't just write about history, he lived through it. However, he almost didn't survive one historical event: the **Plague** of Athens.

In 430 BCE, an army attacked the city of Athens, where Thucydides lived. Thousands of people hid from the army behind Athens' large walls. The city became very crowded as the population **expanded**. Then a **horrifying** disease broke out. People **summoned** doctors. But it was to no **avail** because no one understood how the disease spread. It seemed **random**. They didn't know that it was an **organism**. Instead, they **defined** disease as a punishment from their gods. Thucydides was **incredulous** that gods caused the plague, but he explained why others believed it. There was an old, long verse which predicted the disease. To **paraphrase** it, the verse said the gods would send a disease during a war. As a result, large crowds gathered at **shrines** to ask the gods to stop the plague. But the situation only **worsened** because these people were so close to each other they became sick. That's how they learned a **fundamental** lesson about the plague: it spread from person to person.

People wanted to leave the crowded city, but they **dreaded** what the army outside would do to them. At this time, Thucydides got sick, too. He quickly **scribbled** down notes because he thought he would soon die. His writing shows a **stark** contrast between people's behavior before and during the plague. There were **riots**, and people ignored laws. They didn't think they'd live long enough to be punished. Many sick people were left to die in **solitude** because no one wanted to be near them. The plague **lingered** for two years. But luckily, Thucydides survived. Without his writing, we would know much less about ancient Greece and the Plague of Athens.

Reading Comprehension

UNIT 28

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Presently, a horrifying plague has broken out in Athens.

   _____

2. ____ At first, people thought the spread of the disease was random.

   _____

3. ____ The people summoned doctors to no avail.

   _____

4. ____ Thucydides was incredulous that the plague was caused by an organism.

   _____

5. ____ By gathering in shrines, people made the plague worse.

   _____

6. ____ Thucydides luckily survived the plague.

   _____

PART B **Answer the questions.**

1. Why did Athens' population expand?
   a. Because the army moved into the city
   b. Because people were hiding from the army
   c. Because the army told people to enter
   d. Because people dreaded the plague

2. Thucydides scribbled quickly because _____.
   a. there were so many riots
   b. he had to define the disease
   c. he though he'd die soon
   d. there were too many sick people

3. What fundamental lesson did the people learn?
   a. The plague was a punishment.
   b. The plague was ended in the shrines.
   c. The plague was from the army.
   d. The plague was spread between people.

4. What is NOT true of Thucydides?
   a. He was the world's first historian.
   b. He thought gods caused the plague.
   c. He survived the Plague of Athens.
   d. He lived in the city of Athens.

UNIT 29

Word List

automobile [ɔ̀:təməbì:l] *n.*

An **automobile** is a car.

→ *The first **automobiles** were very different from the ones that exist today.*

candidate [kǽndidèit] *n.*

A **candidate** is a person who is competing to win something such as a job.

→ *Alice is the best **candidate** for the job.*

confidential [kɑ̀nfidénʃəl] *adj.*

If something is **confidential**, it must be kept secret.

→ *The information from the meeting is **confidential**.*

corporate [kɔ́:rpərit] *adj.*

If something is **corporate**, it is related to a large business.

→ *Tom enjoys working in the **corporate** world.*

enhance [enhǽns] *v.*

To **enhance** something is to make it better.

→ *Amy's blue shirt really **enhances** the color of her eyes.*

era [érə] *n.*

An **era** is a period of time that has something special about it.

→ *During the medieval **era**, knights wore protective armor.*

guideline [gáidlàin] *n.*

A **guideline** is a rule about how to do something.

→ *Before they began the project, the teacher gave them some **guidelines**.*

incorporate [inkɔ́:rpərèit] *v.*

To **incorporate** is to add something to another thing.

→ *I decided to **incorporate** a new ingredient into my cake recipe.*

interact [intərǽkt] *v.*

To **interact** is to talk to or do something with another person.

→ *The kids began to **interact** when the adults left the room.*

interval [íntərvəl] *n.*

An **interval** is the time between two things happening.

→ *Tony rested for brief **intervals** while he worked in the yard.*

mobile [móubail] *adj.*

If something is **mobile**, it can be moved easily.

→ *__Mobile__ phones are popular because you can take them anywhere.*

modify [mádəfài] *v.*

To **modify** something is to change it a little bit.

→ *I __modified__ my outfit by adding a belt to it.*

parallel [pǽrəlèl] *adj.*

If two things are **parallel**, they are the same distance away from each other.

→ *There are two yellow __parallel__ lines dividing both sides of traffic.*

phenomenon [finámənàn] *n.*

A **phenomenon** is something that can be seen as it is happening.

→ *I was amazed when I saw the __phenomenon__ of shooting stars.*

pollute [pəlúːt] *v.*

To **pollute** means to make air, water, or land dirty, unclean, or foul.

→ *The careless factory __polluted__ the river with chemicals.*

ridicule [rídikjùːl] *v.*

To **ridicule** is to make fun of something in a mean way.

→ *The other students __ridicule__ Peter's foreign accent.*

solar [sóulərː] *adj.*

If something is **solar**, it is related to the sun.

→ *Using __solar__ energy is good for the environment.*

territory [térətɔ̀ːri] *n.*

A **territory** is a piece of land that belongs to a country but isn't a state.

→ *Gibraltar is a __territory__ of Great Britain.*

tournament [túərnəmənt] *n.*

A **tournament** is a competition, usually with many people participating.

→ *My dad is playing in a golf __tournament__ tomorrow.*

transportation [trænspərtéiʃən] *v.*

Transportation is any type of vehicle that can carry people or things.

→ *I don't have a car, so my normal __transportation__ is the train.*

Exercise 1

Choose the word that is the better fit for each blank.

1. **enhance / candidate**

   A survey found that not very many people like the _____. So he is trying to think of ways to _____ his image and make people like him.

2. **era / solar**

   We live in a(n) _____ where people are very concerned about conserving our natural resources. Many people think using _____ energy is a good way to do this.

3. **incorporate / pollute**

   The company doesn't want to _____ the air anymore, so they are going to _____ new rules for disposing waste.

4. **corporate / confidential**

   The _____ files were locked in the basement. The information in them was about important customers and had to be kept _____.

5. **mobile / phenomenon**

   In the early 1900s, music records were an amazing _____. People back then would have been even more amazed by today's _____ music players.

6. **automobile / parallel**

   The old _____ was very large and difficult to drive. Jane had trouble parking it between the _____ lines in the parking lot.

7. **ridiculed / transportation**

   Ben didn't listen to my advice about _____. Instead, he _____ me and continued to drive fast, eventually causing an accident.

8. **guidelines / intervals**

   The _____ for the race are very simple: just run as fast as you can. There will be short _____ when you can stop for a drink of water.

9. **modify / territories**

   The government decided to _____ its borders. It made several of its _____ smaller so that it could create a new one.

10. **tournament / interact**

    The baseball _____ is always a lot of fun. It allows students from all over the city to _____ with each other.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Factories built in the early 1900s contine to unleash chemicals into the air.
   _____
2. My soccer team is playing in a competition next weekend.
   _____
3. When the new buildings are finished, they will be the same distance away from each other.
   _____
4. In order for my science project to work, I need to alter it.
   _____
5. Amy hurt Jane's feelings when she made fun of her.
   _____
6. In this period of time, it's more common for kids to play video games than read books.
   _____
7. Kate is very shy and doesn't like to talk to and do things with the other girls.
   _____
8. Tom wants to add more colors into his painting.
   _____
9. My grandfather used to race cars across the long distances in endurance races.
   _____
10. The person competing for the job interviewed very well.
    _____

Exercise 3

Choose the answer that best fits the question.

1. Which of the following means confidential?
   a. soft b. compete c. moveable d. secret
2. What is the word solar related to?
   a. Lines b. Land c. The sun d. A car
3. Which of these is mobile?
   a. A tree b. A bus c. A building d. A sidewalk
4. Which of the following is a form of transportation?
   a. a friend b. an airplane c. a new job d. a meal
5. Which of these words are related to corporate?
   a. Business b. Time c. Competition d. Winning

The Solar Car Race

We live in a **mobile** society. But the cars we drive require too much gas, plus they **pollute** the air. Eventually, the natural resources used to make gas will run out. So what happens then? Many people think **solar**-powered **automobiles** are the answer. To learn more about this type of **transportation**, teams from universities and **corporate** organizations gather in Australia every two years for a solar car race.

The race is called the *World Solar Challenge*. **Candidates** for this **tournament** must design their own cars. The teams keep all their plans **confidential**. They don't **interact** with other teams because the race is very competitive. And these cars aren't just **enhanced** and **modified** versions of normal cars. They are completely different.

The cars only have room for one person and are very simple inside—they don't even have a cushion for the driver to sit on. These cars are shorter and much more flat than normal cars. Most importantly, the cars **incorporate** solar panels onto the outside that lie **parallel** to each other. These panels are made from materials that take in light from the sun and turn it into electric energy. That's how they move.

These cars race over 3,000 kilometers across the Australian **territories**. The drivers have to heed strict **guidelines**. They must stop at certain **intervals** to charge their batteries. And unlike normal race cars, they can't go very fast. They have to drive at the normal speed limits. Although the drivers want to finish the race quickly, that is not the main goal. The objective is to see how well the cars work under normal driving conditions.

Because of the World Solar Challenge, a new **era** in car making and in driving is beginning. People may **ridicule** the solar cars because they look strange, but this is a **phenomenon** that isn't going away. Using the technology from the vehicles, car makers will eventually create solar cars for the rest of us.

Reading Comprehension

UNIT 29

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Candidates for this tournament must design their own cars.

_____

2. ____ Before the race, teams keep their plans confidential.

_____

3. ____ The cars incorporate metal panels on the outside that lie parallel to each other.

_____

4. ____ These cars drive less than 3,000 kilometers across the Australian territories.

_____

5. ____ The drivers have to heed strict transportation guidelines.

_____

6. ____ They must stop at certain intervals to put air in their tires.

_____

PART B **Answer the questions.**

1. What is the most important feature of the racecars?
   a. The way they pollute
   b. The simple design
   c. The solar panels
   d. The shorter height

2. The objective of the race is to find out how the solar cars _____.
   a. drive in normal conditions
   b. take in energy from the sun
   c. will help the environment
   d. can go faster

3. Where are the race teams from?
   a. Computer companies
   b. High schools
   c. Australian territories
   d. Corporate organizations

4. Why don't the teams interact with other teams?
   a. The race is competitive.
   b. The teams ridicule each other.
   c. The rules are strict.
   d. They don't know each other.

UNIT 30

Word List

bill [bil] *n.*

A **bill** is a statement of money owed for goods or a service.

→ *I have so many **bills** that I do not know how to pay for them all.*

boundary [báundəri] *n.*

A **boundary** is the line where one area of land stops, and another begins.

→ *This fence shows the **boundary** between our yard and yours.*

chaos [kéiɑs] *n.*

Chaos is a situation that is confusing and not ordered.

→ *His presentation was in **chaos**. I couldn't understand what he meant.*

consistent [kənsístənt] *adj.*

If a person is **consistent**, they keep the same behavior or attitude.

→ *Sara comes in every day and is our most **consistent** worker.*

cyclone [sáikloun] *n.*

A **cyclone** is a large storm with heavy rain and winds that spin in a circle.

→ *Hundreds of homes were damaged by the **cyclone**.*

doomed [du:md] *adj.*

If someone or something is **doomed**, they are going to fail or be destroyed.

→ *Since I spent all my money, my date with Jane is **doomed**.*

heir [ɛər] *n.*

An **heir** is a person who receives money or property of someone who dies.

→ *The princess was the **heir** to the king and queen's throne.*

martial [mɑ́:rʃəl] *adj.*

If something is **martial**, it is related to fighting or war.

→ *Karate is a **martial** art that began many years ago in Japan.*

organic [ɔ:rgǽnik] *adj.*

If food is **organic**, it is grown without adding chemicals to it.

→ *The **organic** carrots are more expensive, but they're better for you.*

poultry [póultri] *n.*

Poultry is a bird, such as a chicken, that is used for meat and eggs.

→ *He raises **poultry** and sells their meat for extra money.*

scramble [skræmbl] *v.*

To **scramble** is to move somewhere quickly and desperately.

→ *The hikers **scrambled** down the side of the hill.*

sergeant [sáːrdʒənt] *n.*

A **sergeant** is a soldier or police officer of middle rank.

→ *He was promoted to **sergeant** after a year in the army.*

sheer [ʃiəːr] *adj.*

If you describe something as **sheer**, it is complete and very strong.

→ *I was impressed by her **sheer** dedication to jogging.*

stance [stæns] *n.*

A **stance** is an attitude about an issue that someone states clearly.

→ *My **stance** is that using oil and gas is bad for the environment.*

telegraph [téləgræf] *n.*

A **telegraph** is a method of sending electric messages on wires.

→ *In the 1900s, the **telegraph** was the fastest way to send a message.*

textile [tékstail] *n.*

Textile is cloth that has been woven or knitted.

→ *The blue **textile** was going to be used to make blouses.*

tornado [tɔːrnéidou] *n.*

A **tornado** is a tube-shaped formation of air that spins very quickly.

→ *During a **tornado**, the safest place to be is underground.*

typhoon [taifúːn] *n.*

A **typhoon** is a large tropical storm that moves in circles.

→ *Thousands of people lost electricity after a **typhoon** hit Australia.*

wail [weil] *v.*

To **wail** is to show sadness by crying loudly.

→ *The baby **wailed** because it was hungry.*

wardrobe [wɔ́ːrdròub] *n.*

A **wardrobe** is the collection of all of a person's clothing.

→ *She bought some new clothes to expand her **wardrobe**.*

Exercise 1

Choose the answer that best fits the question.

1. Which of the following is a kind of storm?
   a. A typhoon
   b. A bill
   c. A sergeant
   d. A boundary

2. Which of the following would come from a farm?
   a. Organic vegetables
   b. Wool textiles
   c. A person's wardrobe
   d. Short telegraphs

3. Which of the following would help students taking a test?
   a. Reading in chaos
   b. Sheer luck
   c. Taking martial arts classes
   d. Consistent studying

4. Who should expect to receive something?
   a. A brave sergeant
   b. A dead man's heir
   c. A man with a strong stance
   d. A man who needs a bill

5. Which of the following would be loudest?
   a. Cooked poultry
   b. A scrambling woman
   c. A doomed project
   d. Wailing children

6. Which word is not related to martial arts?
   a. Taekwondo
   b. Karate
   c. Judo
   d. Tango

7. What can a person get from poultry?
   a. Meat
   b. Fruit
   c. Pants
   d. Soldiers

8. What is part of a person's wardrobe?
   a. A dog
   b. A vegetable
   c. A dress
   d. A teacher

9. Where would you most likely find a sergeant?
   a. In a store
   b. In an army
   c. In a factory
   d. In a class

10. Which situation is full of chaos?
    a. A man driving a car
    b. Students reading
    c. A girl walking
    d. Armies fighting

Exercise 2

PART A Match the phrases to make complete sentences.

1. The **heir** of Mr. Smith's fortune _____.
2. This is a **martial** matter, _____.
3. The kids started **wailing** _____.
4. I used the **telegraph** to _____.
5. Everyone **scrambled** to _____.
6. The **sergeant** ordered the _____.
7. He's very **consistent** and _____.
8. When the **cyclone** arrives, _____.
9. The **boundary** of my land _____.
10. First we color the **textiles**, _____.

a. there will be a lot of wind and rain
b. when their toys were taken away
c. is the fence not the road
d. and the soldiers should take care of it
e. other soldiers to march
f. never really changes his attitude
g. avoid the rushing water
h. and then we make them into clothes.
i. will become very rich
j. tell my family about the new baby

PART B Match the clauses to make complete sentences.

1. During the summer, we always keep a supply of food and water in the basement _____.
2. He didn't like a strong central government, _____.
3. He failed the test, _____.
4. I won't go to fast food restaurants _____.
5. I was disappointed _____.
6. The police were called _____.
7. We all took shelter, _____.
8. He quickly took out his credit card, _____.
9. I want to buy a new suit, _____.
10. She lost a few kilos _____.

a. because I only eat **organic** food
b. because the event turned into **chaos**
c. so he could pay the **bill**
d. because she ate only **poultry** and fruit
e. but that doesn't mean the school years is **doomed**
f. because of their sheer lack of sportsmanship
g. but my **wardrobe** is pretty full
h. so we knew his **stance** on politics
i. since the **typhoon** was raging
j. because that's when tornados are common

The Heirs

Martin, Paul and Tom were brothers. They were very different, but they were **consistent** about two things. They couldn't succeed in business, and they never agreed about anything. Martin was a hardworking farmer, growing **organic** vegetables and raising **poultry**. But he was disorganized and forgot to pay his **bills**. Paul owned a **textile** factory that produced clothes. He was organized, but he was greedy and took too much clothing. His **wardrobe** was filled with his own products. Tom was once a **sergeant** in the army. He ran a **martial** arts school, but his **stance** on discipline was too strong. He had almost no students.

One day, they received a **telegraph** saying that their father had died. They were **heirs** to his old farm. They planned to sell it as soon as possible, so they went to see it even though there was a terrible storm. The house didn't look great, but there was a lot of land. There was so much, in fact, that they could barely see its **boundary**.

Suddenly, the storm got worse. The **sheer** force of the wind almost knocked them over. Martin said, "Look, it's a **typhoon**!" Paul said, "No, it's a **cyclone**." Tom said, "No, it's a **tornado**!" They argued until Paul began to **wail** and said, "Whatever it is, it's coming right at us! We're **doomed**!" The three brothers **scrambled** inside the old house. Martin said, "If we survive, we must stop fighting. This farm could be great if we fixed it up. With my hard work, Paul's organization and Tom's discipline, we could run a great business together!" The storm finally ended. And luckily, it didn't wreck the farm.

"Just think," Martin said, "it took the **chaos** of a typhoon to bring us together." Paul replied, "You mean a cyclone brought us together." Tom said, "Didn't I tell you both that it was a tornado?" The brothers never agreed on what kind of storm it was, but by combining their skills, they started a successful farm.

Reading Comprehension

UNIT 30

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Tom was a farmer who grew organic vegetables and poultry.

_____

2. ____ Paul's wardrobe was filled with clothes from his factory.

_____

3. ____ Tom was a sergeant in the army before running a martial arts school.

_____

4. ____ Martin's stance on discipline was too strong.

_____

5. ____ The brothers learned of their father's death through a telegraph.

_____

6. ____ The brothers could see the land's boundary.

_____

PART B **Answer the questions.**

1. The brothers were consistent about what two things?
   a. Good farming and arguing
   b. Bad farming and business
   c. Bad business and arguing
   d. Good business and arguing

2. The brothers were almost knocked down by _____.
   a. Tom's bills
   b. the chaos of the storm
   c. Paul's wardrobe
   d. the sheer force of the wind

3. Why wasn't Paul's textile factory successful?
   a. He was greedy and took home clothes.
   b. He gave away too much money.
   c. He was too disorganized.
   d. He was too mean.

4. Who was the father's heir?
   a. Martin
   b. Tom
   c. Paul
   d. All three men

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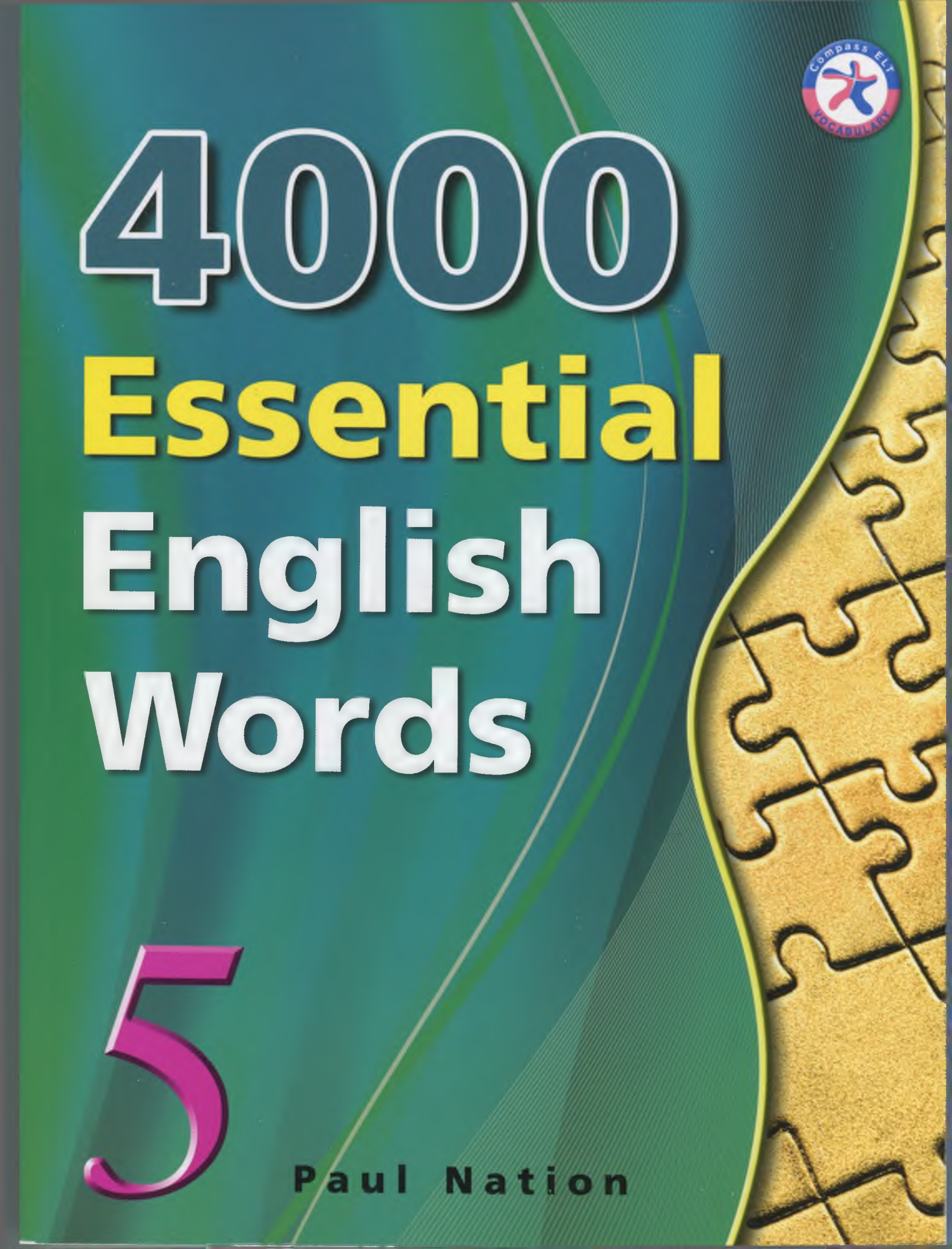
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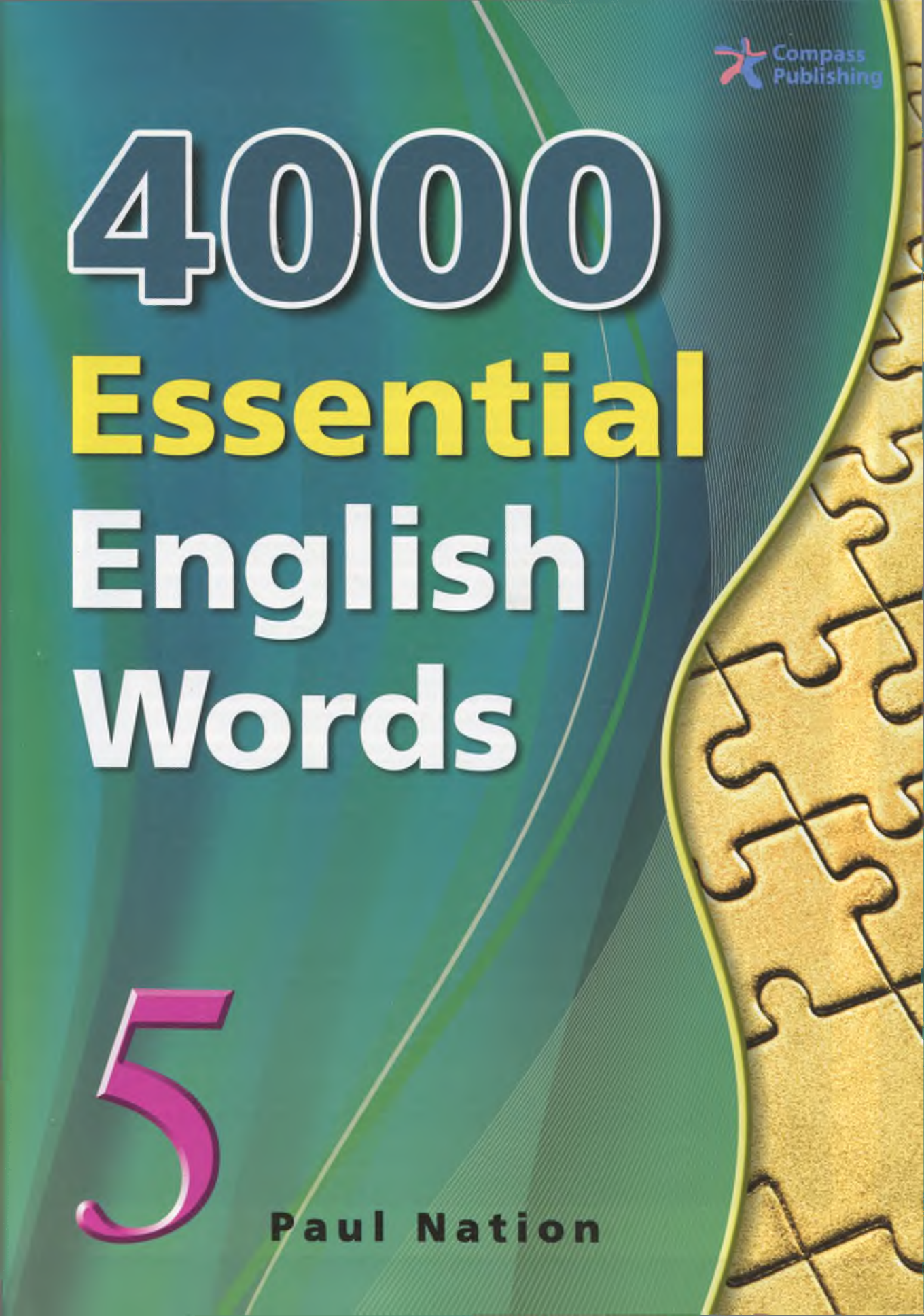
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Introduction

About the Vocabulary

The 600 words in each book of this series along with the additional target words presented in the appendices included in the first three books of the series are the most useful words in English. They were found by analysis of a collection of English course books from various levels in the primary, secondary and tertiary school systems. The words included in this series were chosen because they occurred many times in different levels of these materials. Because of the way
that they were chosen, these words have the following characteristics:

1 They are useful in both spoken and written English. No matter what English course you are studying, the words in these books will be of value to you.

2 Each word in these books is a high-frequency word. This means that the effort in learning the words is well repaid by the number of times learners have a chance to encounter or use them.

3 These books as a whole cover a large proportion of the words in any spoken or written text. They cover at least 80% of the words in newspapers and academic texts, and at least 90% of the words in novels. They also cover at least 90% of the words in conversation.

About the Books

The activities in these books are specially designed to make use of important learning conditions. Firstly, the words are introduced using sentence definitions and an example sentence. The activities that follow in the units encourage learners to recall the meanings and forms of the words. Some activities also make the learners think about the meaning of the words in the context of a sentence—a sentence different from the sentences that occurred in the introduction of the words. Moreover, each unit ends with a story containing the target words. While reading the story, the learners have to recall the meanings of the words and suit them to the context of the story. Such activities help learners develop a better understanding of a common meaning for a given word which fits the different uses.

Illustrations for each target word are provided to help learners visualize the word as it is being used in the example sentence. These word/image associations aim to help students grasp the meaning of the word as well as recall the word later.

It should be noted that words have more than one grammatical category. However, this series focuses on the word's most common form. This is mentioned to remind learners that just because a word is labeled and utilized as a noun in this series does not mean that it can never be used in another form such as an adjective. This series has simply focused on the word in the form that it is most likely to be expressed.

Supporting Learning with Outside Activities

A well-balanced language course provides four major opportunities for learning: learning through input, learning through output, deliberate learning, and fluency development. The highly structured activities in these books support all four types of learning opportunities. In addition, learning can further be supported through the following activities:

1 Have students create vocabulary cards with one word from the unit on one side of the card and the translation of the word in the student's first language on the other side. Students should use the cards for study in free moments during the day. Over several weeks, students will find that quick repeated studying for brief periods of time is more effective than studying for hours at one sitting.

2 Assign graded readers at students' appropriate levels. Reading such books provides both enjoyment as well as meaning-focused input which will help the words stick in students' memory.

3 Practice reading fluency to promote faster recall of word meaning for both sight recognition and usage. Compass Publishing's *Reading for Speed and Fluency* is a good resource for reading fluency material.

4 Include listening, speaking, and writing activities in classes. Reinforcement of the high-frequency vocabulary presented in this series is important across all the four language skills.

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UNIT 1

Word List

allot [əlάt] *v.*

To **allot** something means to give it to someone.

→ *The coach **allotted** each team five minutes to prepare a strategy.*

appall [əpɔ́:l] *v.*

To **appall** means to horrify, shock, or disgust someone.

→ *The boy was **appalled** when he saw the accident.*

cache [kæʃ] *n.*

A **cache** is a hiding place for valuable things.

→ *The pirates kept their jewelry in a **cache** hidden in a cave.*

convenience [kənvi:njəns] *n.*

Convenience is a state of being able to do something with little effort.

→ *The Internet allows consumers to shop at their own **convenience**.*

dearth [də:rθ] *n.*

A **dearth** is an amount or supply which is not large enough.

→ *There is a **dearth** of money in my bank account. I can't afford a new car.*

deliberate [dilíbərit] *adj.*

If a thing you do is **deliberate**, you intend to do it.

→ *She made a **deliberate** effort to save money each month.*

dire [daiər] *adj.*

When something is **dire**, it is terrible and very serious.

→ *The tornado created a **dire** situation for the small town.*

elapse [ilǽps] *v.*

To **elapse** means to pass, as in seconds, minutes, or hours.

→ *A few seconds must **elapse** before you can take another picture.*

empathy [émpəei] *n.*

Empathy is sharing or understanding another person's feelings.

→ *The caring nurse had **empathy** for her patients.*

fanciful [fǽnsifəl] *adj.*

When something is **fanciful**, it is unusual or unrealistic.

→ *The girl had **fanciful** ideas about doing well in school without studying.*

gripe [graip] *v.*

To **gripe** means to complain constantly.

→ *Lawrence always **gripes** when he has to do chores.*

grueling [grú:əliŋ] *adj.*

When something is **grueling**, it is very hard to do.

→ *The climber faced the **grueling** task of reaching the top of the steep mountain.*

mundane [mʌ́ndein] *adj.*

When something is **mundane**, it is boring, common, or ordinary.

→ *The man had the **mundane** chore of raking thousands of leaves into piles.*

opt [ɑpt] *v.*

To **opt** is to make a choice, especially when deciding in favor of something.

→ *My brother likes chocolate ice cream, but I always **opt** for vanilla.*

outrage [áutrèidʒ] *n.*

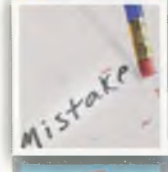
Outrage is a very strong emotion of anger or shock.

→ *Tommy was feeling **outrage** when his parents said he couldn't go to the dance.*

paltry [pɔ́:ltri] *adj.*

When an amount of something is **paltry**, it is very small.

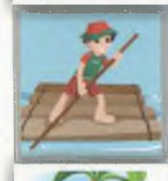
→ *The poor man had a **paltry** sum of money.*



rectify [rèktəfài] *v.*

To **rectify** something means to correct it.

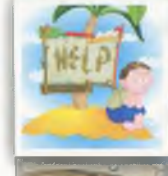
→ *I quickly **rectified** the spelling mistakes that I had on my essay.*



resourceful [ri:sɔ́:rsfəl] *adj.*

When someone is **resourceful**, they are good at dealing with hard situations.

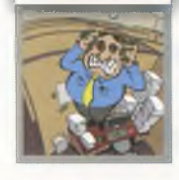
→ *After his boat sunk, Matt was **resourceful** enough to build a raft.*



sustenance [sʌ́stənəns] *n.*

Sustenance is food and water needed to keep a person, animal, or plant alive.

→ *Without the proper **sustenance**, the man will starve.*



tedious [tí:diəs] *adj.*

When something is **tedious**, it is long, frustrating, and boring.

→ *His job involved a lot of **tedious** typing, filing, and organizing.*

Exercise 1

Choose the answer that best fits the question.

1. You would have empathy if you _____.
   a. shared sad feelings b. lost in a game c. hurt your arm d. ate a large meal
2. How would you feel if there was a dearth of food?
   a. Happy b. Hungry c. Full d. Sleepy
3. If something is a convenience, then it makes _____.
   a. you very angry b. you feel sick c. a lot of money d. a task easier
4. How would a resourceful person deal with a problem?
   a. Ignore it b. Give up c. Cry and ask for help d. Find a solution
5. If something was deliberate, then it was _____.
   a. done with pride b. done easily c. done on purpose d. not done at all
6. How would you describe someone feeling a sense of outrage?
   a. Peaceful b. Upset c. Tired d. Arrogant
7. What fanciful idea might a doctor have?
   a. Give a patient medicine b. Be kind to them
   c. Tell them to rest d. Ask a fairy for advice
8. What would a tired person likely opt to do?
   a. Watch a movie b. Exercise c. Finish a book d. Go to bed
9. To rectify hurting your friend, you would _____.
   a. say sorry b. laugh at him c. hit him d. ignore him
10. What might appall a teacher?
    a. Smart students b. A happy student c. A mean attitude d. A long test

Exercise 2

Choose the one that is similar in meaning to the given word.

1. outrage
   a. idea b. anger c. beauty d. personality
2. rectify
   a. to correct b. to sadden c. to bore d. to be hard
3. sustenance
   a. belief b. flowing c. food and drink d. torn
4. dire
   a. terrible b. likely c. large d. small
5. opt
   a. to remove b. to yell c. to shout d. to choose

Exercise 3

Choose the one that is opposite in meaning to the given word.

1. tedious
   a. fun b. to read c. to shrink d. to love

2. appall
   a. to greet b. to lower c. to please d. to create

3. paltry
   a. worthless b. large c. ugly d. absent

4. grueling
   a. rough b. exact c. easy d. necessary

5. resourceful
   a. foolish b. realistic c. impressive d. surprising

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ I had a big breakfast. Many hours will *elapse* before I feel hungry again.

2. ____ Dan was a nice man, but no one would work for him because of his *fanciful* ideas.

3. ____ I was very grateful for my birthday gifts. I *griped* about them to all of my friends.

4. ____ Because there was a *dearth* of food at home, the family went out to eat.

5. ____ The puppy was happy to learn new tricks. Each one was very *mundane* for him.

6. ____ Mother *allotted* me and my brother the money. Now she had all the money.

7. ____ The boy was proud of his trophies. He displayed them in a *cache* for everyone to see.

8. ____ Because he had planned for the trap to capture his victim, he was very *deliberate*.

9. ____ The violent criminal was on the news this evening. His actions *appalled* most people.

10. ____ That man is very selfish. He has *empathy* for every person he meets.

The Little Mice

Beth was a very **resourceful** and conservative mouse. She knew that winter was coming and that there would soon be a **dearth** of food. So she decided to make gathering food for winter her primary job. Gathering food was a **grueling** and **mundane** activity, but Beth made a **deliberate** effort because she knew that it was important. She **allotted** herself a few hours every day to collect beans. By winter, she had collected a massive pile and hid them in a **cache**.

Beth had a sister named Mary. Mary lacked ambition. She had **fanciful** ideas about how she would survive winter. She thought that food would just come to her and that she could work at her own **convenience**. She **opted** to spend the days playing and dancing, instead of gathering beans. When the final hours of autumn **elapsed**, Mary had only a **paltry** amount of food stored away.

Mary realized that her food supply was too small to last through winter. She visited her sister. Mary said, "Beth, I am in a **dire** situation. I didn't gather enough food for winter. Will you let me share your beans? Please have some **empathy** for your sister!"

Beth thought for a moment. Then she replied, "Mary, I am truly sorry for you. But I will not give you any of my beans. Instead, I will let you have my empty bag. You can still work hard and gather enough food for the winter. It will be **tedious**, but you will learn the value of hard work."

Beth's words **appalled** Mary. Mary cried with **outrage**, "There is too much work! I won't have any time to dance or play!"

Beth said, "It is crucial that you gather enough food. You must have **sustenance** before you have fun. Go now, and **rectify** your situation."

Mary **griped** some more, but she knew that her sister was right. She took the bag and went to work gathering her own beans for the winter.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Beth was resourceful and conservative, so she gathered a paltry pile of beans for her cache.

_____

2. ____ Because gathering food was tedious, Beth allotted a few hours of every day to do it.

_____

3. ____ Beth did grueling and mundane work to overcome the dearth of food in the winter.

_____

4. ____ Beth's reply appalled Mary and made her reply in outrage.

_____

5. ____ When the hours of autumn elapsed, Mary had a massive amount of food.

_____

PART B Answer the questions.

1. What was Beth's primary job?

_____

_____

2. What fanciful idea did Mary opt to try?

_____

_____

3. What did Mary want her sister to have empathy about?

_____

_____

4. How did Mary rectify her dire situation and get sustenance?

_____

_____

5. Even though she griped, what did Mary know at the end of the story?

_____

_____

UNIT 2

Word List

abbey [ǽbi] *n.*

An **abbey** is a house or group of houses where monks or nuns live.

→ *When the monk returned to the **abbey**, he went immediately to his bedroom.*

abundant [əbʌ́ndənt] *adj.*

If something is **abundant**, then it is available in large quantities.

→ *Cakes, cookies, and candy were so **abundant** that the child was very happy.*

adjoin [ədʒɔ́in] *v.*

To **adjoin** something means to be next to or attached to something else.

→ *She can listen to her brother's conversations because her room **adjoins** his.*

ample [ǽmpl] *adj.*

If something is **ample**, then it is enough or more than enough.

→ *There was an **ample** supply of oats to feed the horses.*

arid [ǽrid] *adj.*

If a place is **arid**, then it is hot and dry and gets very little or no rain.

→ *Not many plants grow in the **arid** desert.*

cathedral [kəəí:drəl] *n.*

A **cathedral** is an important and often large and beautifully built church.

→ *The large **cathedral** is full of people on Sunday mornings.*

deprive [diprâiv] *v.*

To **deprive** someone of something means to not let them have it.

→ *Because the child was bad, she was **deprived** of her dessert after dinner.*

drought [draut] *n.*

A **drought** is a long period of time in which little or no rain falls.

→ *After three months of **drought**, the vegetation and trees started dying.*

eligible [élidʒəbəl] *adj.*

If someone is **eligible**, then they are permitted to do or have something.

→ *Only people who bought tickets were **eligible** to win a prize.*

fast [fæst] *v.*

To **fast** means to go without food or drink for a period of time.

→ *In her religion, they **fast** for five days and then have a big feast.*

grumble [grʌ́mbəl] *v.*

To **grumble** means to complain.

→ *He **grumbled** about having to work late on Friday.*

inland [ínlənd] *adv.*

If someone goes **inland**, they travel into the center of a country or land.

→ *The river curved **inland** near the campground.*

moisture [mɔ́istʃər] *n.*

Moisture is small drops of water in the air or on a surface.

→ *If you breathe on a window, **moisture** from your breath collects on the glass.*

nonetheless [nʌ̀nðəlés] *adv.*

If something happens **nonetheless**, then it occurs despite some other thing.

→ *She tried to keep the dog out of the mud, but it got dirty **nonetheless**.*

oath [ouə] *n.*

An **oath** is a formal, often public, promise.

→ *Judges must take an **oath** to be fair to everyone in court.*

prairie [prɛ́əri] *n.*

A **prairie** is a large flat area of grassland.

→ *The **prairie** was perfect for a farm because there were hills and trees.*

ragged [rægid] *adj.*

If something is **ragged**, then it is old, torn, and falling apart.

→ *They could see his toes through the holes in his **ragged** shoes.*

rugged [rʌ́gid] *adj.*

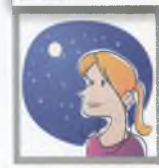
If an area of land is **rugged**, then it is rocky and difficult to travel through.

→ *Their car couldn't make it far along the **rugged** roads.*

scarce [skɛəːrs] *adj.*

If something is **scarce**, then it is in a very small amount.

→ *When gasoline was **scarce**, we rode our bikes, instead of driving, to school.*



speculate [spékjəlèit] *v.*

To **speculate** means to guess about something.

→ *My sister looked at the sky and **speculated** that it would rain tomorrow.*

Exercise 1

Choose the answer that best fits the question.

1. What would probably happen if you deprived someone of food?
   a. They could die.
   b. They could feel relieved.
   c. They could feel happy.
   d. They could feel peace.

2. A rugged surface would feel _____.
   a. very rough
   b. smooth
   c. cool and slippery
   d. warm and hard

3. If you were speculating about something, you would be doing what?
   a. Stating a fact
   b. Looking for truth
   c. Making a speech
   d. Making a guess

4. Where would someone take an oath?
   a. At the subway
   b. In court
   c. On vacation
   d. In their sleep

5. If something were covered with moisture, then it would feel _____.
   a. hard
   b. rough
   c. soft
   d. wet

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

abundant	moisture	cathedral	scarce	fast
arid	eligible	oath	rugged	prairie

Traveling across the 1_____ was more difficult than it seemed.
The ground was very 2_____, and the grass was high.

John had been in a place with a(n) 3_____ climate for a long time.
He forgot that in a humid place everything was covered with 4_____.

The people who attend that church 5_____ for two weeks in March.
Then they go to the 6_____ where they pray and eat a small meal of soup.

We didn't know what to do with such a(n) 7_____ supply of wood.
We had gotten used to making small fires when it was so 8_____.

In order for the students to attend the dance, they had to take a(n) 9_____.
Those that didn't promise to be on their best behavior were not 10_____.

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ Climbing up the *prairie* was more difficult without the help of ropes.
2. ____ There was no way he could mend the holes in his shirt. It was too *rugged* to wear.
3. ____ In some countries, only people who owned land were *eligible* to vote.
4. ____ The capital was in the middle of the country. They had to travel *inland* to get there.
5. ____ He knew she didn't like him, but he helped her *nonetheless*.

Exercise 4

Write a word that is similar in meaning to the underlined part.

1. That part of the country is so hot and dry that no one lives there.
   _____
2. After getting off the boat, they took a train toward the center of the country.
   _____
3. They survived through the time in which no rain fell by carrying water down from the hills.
   _____
4. This house for the monks was built well over 200 years ago.
   _____
5. He knew he'd get in trouble, but he stole the money despite the punishment.
   _____
6. He guessed that the visitor's team would win the game.
   _____
7. The number of people helping to clean the trash near the river was more than enough.
   _____
8. There was a small park that was next to the yard surrounding the church.
   _____
9. Because his pants were old and torn, Dad bought him a new pair.
   _____
10. The long lines did not allow her of a chance to buy a ticket for the concert.
    _____

The Helpful Abbey

It had not rained on the **prairie** for several months. Because of the **drought**, the climate had become very **arid**. There was no **moisture** left in the soil. No crops could grow in the dry ground. By wintertime, the people had nothing to eat.

The hungry families heard about an **abbey** near the mountains where food and water was still **abundant**. So they traveled **inland**, across the prairie, to the abbey.

At first only a few families arrived, seeking food and shelter. Then there was **ample** food. The monks fed them and let them sleep in the small **cathedral**.

Soon, however, more families were arriving every day. These people had to travel farther, so they were in worse condition. The **rugged** journey had made their clothes **ragged**. They were cold and tired. The tiny cathedral was soon full.

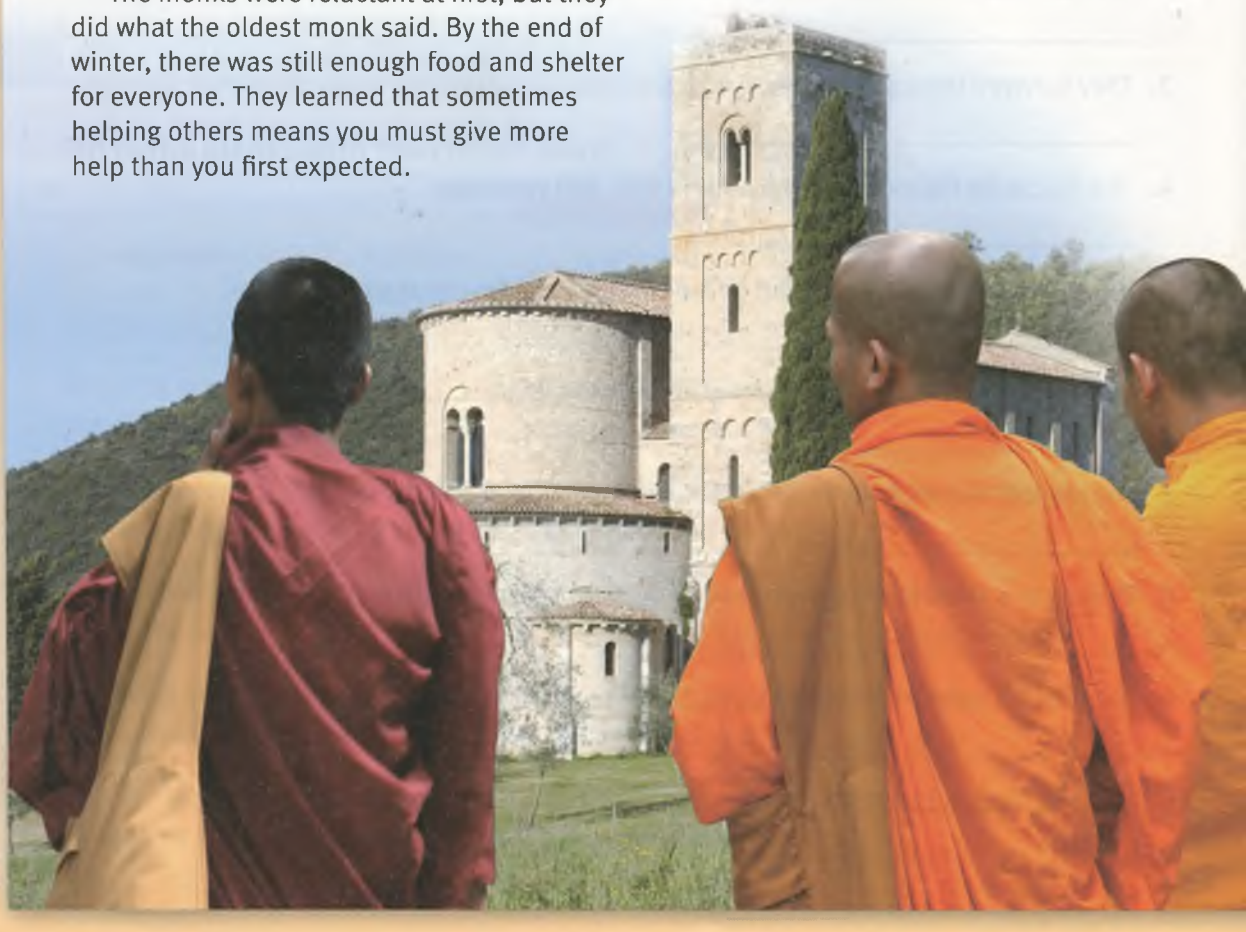
Food became **scarce**. The monks began to **grumble**. They began to **speculate** that there would be no food. "If more families come, we won't make it through the winter," said a young monk. "We must ask some of them to leave."

The abbot heard this. "We cannot do that," he said. "It would be wrong to **deprive** them of food and shelter. We took an **oath** to help those that need help. All here are in need, so all are **eligible** to receive our food and shelter."

"But we won't have enough," the monk said.

"That might be true, but we must help them **nonetheless**. We will **fast**," the abbot replied. "Also, we will give our rooms in the abbey to those sleeping outside, and we will sleep in the churchyard that **adjoins** the cathedral."

The monks were reluctant at first, but they did what the oldest monk said. By the end of winter, there was still enough food and shelter for everyone. They learned that sometimes helping others means you must give more help than you first expected.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The moisture in the soil was gone because a drought made the prairie become arid.

_____

2. ____ The hungry families traveled inland to an abbey that still had abundant food.

_____

3. ____ Food was scarce, but the monks had to deprive the families nonetheless.

_____

4. ____ At first there was ample food and enough room in the cathedral for everyone.

_____

5. ____ The rugged journey to the abbey had left many people's clothing looking ragged.

_____

PART B Answer the questions.

1. According to the abbot, who was eligible to receive the monks' help?

_____

_____

2. When the monks grumbled, what did the young monk speculate would happen if more families arrived?

_____

_____

3. Why did the monks fast and sleep in the churchyard that adjoined the cathedral?

_____

_____

4. What was the oath that the monks had taken?

_____

_____

5. What did the monks learn about helping others?

_____

_____

UNIT 3

Word List

analytic [ænəlítik] *adj.*

If something is **analytic**, it is related to logic and reasoning.

→ *The **analytic** article criticized the new plan and presented one of its own.*

assert [əsə́:rt] *v.*

To **assert** a fact or belief means to state it with confidence.

→ *He **asserted** that his mother's cooking was better than his best friend's.*

bachelor [bǽtʃələr] *n.*

A **bachelor** is an unmarried man.

→ *Since he was a **bachelor**, Jason did his shopping by himself.*

calculus [kǽlkjələs] *n.*

Calculus is an advanced type of mathematics.

→ *By using **calculus**, scientists determined small changes in the stars' brightness.*

celestial [səlέstʃəl] *adj.*

If something is **celestial**, it is related to the sky or to outer space.

→ *Comets are **celestial** objects that are rarely seen.*

cognitive [kάgnətiv] *adj.*

If something is **cognitive**, it is related to learning and knowing things.

→ *After her physical examination, her **cognitive** strengths were tested.*

collision [kəlíʒən] *n.*

A **collision** is the act of two things hitting into each another.

→ *The **collision** between the two cars created a loud noise.*

competent [kάmpətənt] *adj.*

If someone is **competent**, they are able to think or act successfully.

→ ***Competent** employees are much better than unknowledgeable ones.*

diploma [diplóumə] *n.*

A **diploma** is a certificate proving that someone has completed their studies.

→ *After four years of college, Mary finally had a **diploma**.*

excel [iksél] *v.*

To **excel** at a subject or activity means to be very good at it.

→ *Jenny **excels** at playing the piano.*

geology [dʒi:ɑ́lədʒi] *n.*

Geology is the study of the Earth's natural structures and how they change.

→ *Because he studied **geology**, he knew how the mountains were formed.*

harness [hɑ́:rnis] *v.*

To **harness** something means to control and use it, usually to make energy.

→ *The sails **harness** the wind in order to move.*

intellect [íntəlèkt] *n.*

An **intellect** is a person's ability to understand things easily.

→ *She was known for her quick and strong **intellect** as well as her beauty.*

keen [ki:n] *adj.*

If someone is **keen**, they are intelligent.

→ *Only the **keenest** of students could have solved that math problem.*

mythology [miəɑ́lədʒi] *n.*

Mythology is a group of stories from a particular country or region.

→ *Egyptian **mythology** was the basis for a religion.*

physiology [fiziɑ́lədʒi] *n.*

Physiology is the study of the various parts of living things.

→ *His work in **physiology** helped him understand how the human body works.*

radioactive [rèidiouǽktiv] *adj.*

If something is **radioactive**, then it lets out, or is related to, radiation.

→ ***Radioactive** materials can be very bad for anyone's health.*

relativity [rèlətívəti] *n.*

Relativity is a set of ideas about time and space developed by Albert Einstein.

→ ***Relativity** teaches that light travels at the same speed in the universe.*

sociology [sòusiɑ́lədʒi] *n.*

Sociology is the study of human society, its organizations, and problems.

→ ***Sociology** teaches that people's problems are a result of their society.*

theoretical [θi:ərétikəl] *adj.*

If something is **theoretical**, it is based on theory rather than experience.

→ *His conclusion was only **theoretical** and not meant to be publicized.*

Exercise 1

Choose the answer that best fits the question.

1. What is geology the study of?
   a. Earth's life forms
   b. Earth's structures
   c. Earth's orbit
   d. Earth's atmosphere
2. In physiology, you would probably study something like _____.
   a. the ocean's waves
   b. the soil
   c. time and space
   d. parts of living things
3. Which of the following would NOT be considered celestial?
   a. Stars
   b. Comets
   c. Navigation
   d. Meteors
4. What else does sociology deal with besides people and their culture?
   a. People's problems
   b. Plant reproduction
   c. Alien life forms
   d. Ocean currents
5. If you excel at something, then that means you are _____.
   a. incompetent
   b. brave
   c. literate
   d. good at something

Exercise 2

Choose the one that is similar in meaning to the given word.

1. intellect
   a. name
   b. ability
   c. speed
   d. growth
2. calculus
   a. content
   b. religion
   c. design
   d. math
3. assert
   a. state
   b. explode
   c. purchase
   d. permit
4. cognitive
   a. friendly
   b. expensive
   c. colorful
   d. learning
5. diploma
   a. money
   b. mammal
   c. license
   d. tower
6. mythology
   a. folklore
   b. business
   c. freedom
   d. beauty
7. analytic
   a. official
   b. ancient
   c. logical
   d. patient
8. harness
   a. use
   b. expand
   c. discover
   d. insist
9. competent
   a. brave
   b. capable
   c. handsome
   d. broken
10. collision
    a. hammer
    b. scar
    c. school
    d. crash

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ In *physiology*, we studied various types of rock and the process that made them.
2. ____ She feared that if no one married her, she'd be a *bachelor* her entire life.
3. ____ Many old factories *harnessed* rivers and streams to power their equipment.
4. ____ Her knowledge of different societies came from her work in *sociology*.
5. ____ If the two bikes hadn't turned at the last moment, there would have been a *collision*.
6. ____ In *geology*, we learned about the importance of our bones.
7. ____ The only proof that the new rocket would work was *theoretical*.
8. ____ The car *excelled* every time he stepped on the gas pedal.
9. ____ Learning about *calculus* in my literature class was a really enjoyable time.
10. ____ The test proved that Mark was *keener* than his older brother Dave.

Exercise 4

Write a word that is similar in meaning to the underlined part.

1. She really learned a lot from just one class of the beliefs and stories of different cultures.
   _____
2. When he states the fact with confidence that flowers can grow here, you believe him.
   _____
3. The tests will prove whether or not his discovery is real and not just based on theory.
   _____
4. The dangerous thing about nuclear power is the radiation waste it produces.
   _____
5. John has good learning skills that have helped him in his studies.
   _____
6. The stars and moon in outer space objects lit the path so I could see where I was walking.
   _____
7. Having a certificate of completed studies will give him more options for the future.
   _____
8. Albert Einstein's ideas about time and space changed both science and the world.
   _____
9. You have to be very intelligent in order to solve this puzzle in a short amount of time.
   _____
10. Every day the unmarried men came to her home to see which of them she might choose.
    _____

The Bachelor's Lesson

A **keen** young **bachelor** had finished his studies at the university. As soon as he had received his **diploma**, he **asserted** to everyone he met that he was the smartest person in town.

"I **excel** at everything I study," he said, bragging about his knowledge. "I've mastered **calculus** and **physiology**. I even understand the great **theoretical** teachings of science, such as **relativity**. There is nothing that I don't know. Whether it's the movements of **celestial** objects, like planets and stars, or how to **harness** the power of **radioactive** substances, I know everything."

But actually, there was something the bachelor did not know. Though his **analytic** abilities were great, he failed to notice he was missing something very important in his life.

One day while walking through town, the bachelor witnessed a **collision** between two cars. Both drivers appeared to be injured, but the scholar only stood and watched.

He thought to himself, "Those idiots should have been more alert. They really must not be very **competent**." He never thought the drivers needed help.

"Please help me," said the female driver in a weak voice. "Help me, too," said the male driver. "I'm hurt and can't move."

Suddenly the bachelor realized he was the only person near the accident. He quit thinking and ran to help the drivers. He carefully helped them out of their vehicles and then called an ambulance.

The drivers were saved, and the bachelor felt the best he had in his entire life. Studying **mythology**, **sociology**, and **geology** didn't give him this wonderful feeling. It was the act of helping others, not his **cognitive** skills, that gave him this great feeling.

He had learned an important lesson. He learned that **intellect** isn't everything; being helpful is just as important. "Having only a brain is not enough," he thought. "You must also have a heart."

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The bachelor excelled at calculus, physiology, and theoretical science, such as relativity.

_____

2. ____ He knew the movements of radioactive materials and how to harness the power of celestial objects.

_____

3. ____ The bachelor thought the drivers in the collision were not competent.

_____

4. ____ Studying mythology, sociology, and geology gave the bachelor a wonderful feeling.

_____

5. ____ The bachelor's intellect and not his cognitive talents had made him feel this great.

_____

PART B Answer the questions.

1. What did the keen bachelor assert after receiving his diploma?

_____

_____

2. What happened while the bachelor was strolling through town?

_____

_____

3. How did the bachelor feel after saving the drivers?

_____

_____

4. Despite his analytic abilities, what did the bachelor fail to notice about his life?

_____

_____

5. Besides a brain, what did the bachelor realize was important to have in life?

_____

_____

UNIT 4

Word List

administrator [ædmínəstrèitər] *n.*

An **administrator** is a person who controls a business, company, or organization.

→ *Everyone in the store did whatever the **administrator** asked them to do.*

affluent [æflu(:)ənt] *adj.*

If someone is **affluent**, they are wealthy.

→ *People in the city are usually more **affluent** than people in the country.*

audit [ɔ́:dit] *v.*

To **audit** means to inspect financial records from a person or business.

→ *The government usually **audits** companies that report lower than usual incomes.*

automate [ɔ́:təmèit] *v.*

To **automate** a company means to install machines or computers to do the work.

→ *When the bank **automated**, it started installing ATM machines.*

bribe [braib] *v.*

To **bribe** someone means to illegally persuade them for a favor with money.

→ *The judge was **bribed** so that she would set the suspect free.*

corrupt [kərʌ́pt] *adj.*

If someone is **corrupt**, they break the law for money or fame.

→ *The **corrupt** policemen didn't arrest the man because he gave them money.*

dispose [dispóuz] *v.*

To **dispose** of something means to get rid of it.

→ *He **disposed** of the can by throwing it into the recycle bin.*

headquarters [hédkwɔ́:rtərz] *n.*

A **headquarters** is a building where the bosses of a company work.

→ *He drove the long route to **headquarters** because it was a nice day.*

incentive [insέntiv] *n.*

An **incentive** is what makes a person want to do something.

→ *The chance of winning a prize was **incentive** to get people to play the game.*

infrastructure [ínfrəstrʌ̀ktʃər] *n.*

An **infrastructure** is a collection of services needed to run a society or business.

→ *Power lines are important parts of a city's **infrastructure**.*

legislate [lédʒislèit] *v.*

To **legislate** means to make laws.

→ *Senators have to **legislate** fairly, so most people will enjoy the benefits.*

legitimate [lidʒítəmit] *adj.*

If something is **legitimate**, then it is acceptable according to the law.

→ *She found a **legitimate** plan to raise extra funds for her vacation.*

manipulate [mənípjəlèit] *v.*

To **manipulate** something means to skillfully or unfairly control or affect it.

→ *The Dr. **manipulated** the data to make it look like the cure was working.*

merchandise [mə́:rtʃəndàiz] *n.*

Merchandise is goods ready to be purchased or sold.

→ *The store added more **merchandise** because there were more shoppers.*

retail [rí:teil] *n.*

Retail is the activity of selling goods to the public, often for personal use.

→ *Though cheap to make, once a t-shirt reaches **retail**, it costs ten times as much.*

revenue [révənjù:] *n.*

Revenue is the income made by a company.

→ *The new products really increased the business's monthly **revenue**.*

rubbish [rʌ́biʃ] *n.*

Rubbish is trash or waste.

→ *The floor around the garbage can was covered with all kinds of **rubbish**.*

subsidy [sʌ́bsidi] *n.*

A **subsidy** is money given by the government to companies to assist them.

→ *The official gave the company a **subsidy**, so it could open two new factories.*

transaction [trænsǽkʃən] *n.*

A **transaction** is an act of buying or selling something.

→ *Because the clerk was new at the job, the simple **transaction** took a long time.*

violate [váiəlèit] *v.*

To **violate** a law, rule, or agreement means to break it.

→ *I was given a ticket because the policeman said I **violated** the speed limit.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. merchandise
   a. stores b. money c. goods d. fame
2. corrupt
   a. healthy b. bad c. angry d. nice
3. rubbish
   a. trash b. power c. food d. truth
4. transaction
   a. meeting b. friend c. test d. sale
5. revenue
   a. concert b. guide c. income d. trade
6. manipulate
   a. control b. explain c. decrease d. attempt
7. infrastructure
   a. education b. science c. religion d. roads
8. headquarters
   a. material b. base c. dream d. section
9. audit
   a. enjoy b. leave c. inspect d. prepare
10. incentive
    a. reason b. product c. waste d. idea

Exercise 2

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ This is the *affluent* area of the city. It is where most of the poor people live.
2. ____ He added his trash to the large pile of *rubbish*.
3. ____ The company *automated* by hiring twenty new workers.
4. ____ This painting is an important part of the city's *infrastructure*.
5. ____ The *subsidy* helped the company recover some of the money it had lost.
6. ____ The store sold most of its *merchandise* in the sale over the weekend.
7. ____ The cook *violated* the two sauces together into one delicious sauce.
8. ____ She took the food out of the refrigerator and then *disposed* the door.
9. ____ The company's bank records were *audited*.
10. ____ Bigger kids sometimes find it easy to *manipulate* smaller children.

Exercise 3

Choose the one that is opposite in meaning to the given word.

1. violate
   a. borrow b. respect c. approve d. explain
2. affluent
   a. smart b. quick c. poor d. evil
3. dispose
   a. keep b. make c. feed d. speak
4. administrator
   a. singer b. student c. mother d. worker
5. legitimate
   a. free b. pretty c. wrong d. alert

Exercise 4

Write a word that is similar in meaning to the underlined part.

1. Getting to play with her friends was <u>something to make her want</u> to clean her room.

   _____

2. The <u>act of selling something</u> took place right before the shop closed.

   _____

3. By the end of the meeting, they had <u>made into law</u> the repair of the highways.

   _____

4. She <u>illegally persuaded</u> the guard, so he would let her into the secret meeting.

   _____

5. It was a good year for the banks, but it was a bad year for <u>places that sell things to the public</u>.

   _____

6. The <u>person who controls the company</u> is a very efficient manager.

   _____

7. The papers that she needed were at <u>the building where the bosses worked</u>.

   _____

8. The <u>law-breaking</u> company was stealing money from many of its investors.

   _____

9. Shawn is working for a <u>law-following</u> organization in a bad part of town.

   _____

10. The <u>money made by our company</u> was even better than last year's.

    _____

The Corrupt Administrator

Mr. Pig was an **administrator** at a big factory that made different kinds of **merchandise**. During a meeting at the company's **headquarters**, his bosses said they wanted the factory to make more money.

"If the factory makes more money, then you will too," his boss, Mr. Horse, told him. It was a great **incentive**. Pig had always wanted to be as **affluent** as his bosses.

Mr. Pig returned to the factory and started making changes. However, most were not very nice, and some were not **legitimate**.

First, he fired all his employees. Then he **automated** the entire factory. Machines now made everything, and the other animals, Mr. Rabbit, Mr. Sheep, and Mr. Dog had no jobs. Next, he **bribed** some **corrupt** senators into **legislating** special **subsidies** for the factory. Finally, instead of paying a company to **dispose** of the factory's **rubbish** properly, he **violated** the law by throwing it into the river to save money.

At first, all the changes to the factory's **infrastructure** created more **revenue**. But soon many stores could no longer sell the factory's goods at **retail**. It seemed that the machines couldn't make products as well as the workers. The customers were disappointed with the factory's merchandise.

There were other problems, too. The animals had told their friends and family to stop buying the factory's goods. Officials discovered the factory's rubbish in the river, and when they **audited** the company, they discovered that Pig had **manipulated** the law in order to get more money.

All **transactions** with Pig's factory stopped. The factory lost money, and Pig lost his job. He realized his mistakes too late. He had tried to become rich by saving money any way possible, but the cheapest way was not always the best.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Mr. Rabbit was an administrator at a big factory that made different kinds of merchandise.

_____

2. ____ Some of the changes made to the factory were legitimate.

_____

3. ____ Mr. Pig bribed some corrupt senators into legislating special subsidies for his factory.

_____

4. ____ Mr. Pig violated the law by disposing of the factory's rubbish in the ocean.

_____

5. ____ At first, changes to the factory's infrastructure created less revenue.

_____

PART B Answer the questions.

1. During their meeting at headquarters, what incentive did Mr. Pig's affluent boss give him?

_____

_____

2. What happened to the other animals after Pig automated his factory?

_____

_____

3. According to the officials who audited Pig's factory, why did he manipulate the law?

_____

_____

4. What happened to Mr. Pig and his factory when all transactions stopped?

_____

_____

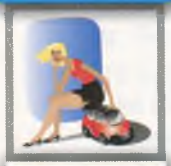
5. Why could the stores no longer sell goods at retail?

_____

_____

UNIT 5

Word List



assess [əsés] *v.*

To **assess** something means to judge the structure, purpose, or quality of it.

→ *She **assessed** the condition of the toy car before buying it.*

astonish [əstάniʃ] *v.*

To **astonish** someone means to greatly surprise them.

→ *The amount of people that came to her party **astonished** her.*

commence [kəmέns] *v.*

To **commence** something means to begin it.

→ *His speech **commenced** with a "thank you" to all who had helped him succeed.*

essence [ésəns] *n.*

The **essence** of something is its important qualities or basic characteristics.

→ *The **essence** of the argument was that both sides felt they had lost money.*

extract [ikstrækt] *v.*

To **extract** something means to remove it.

→ *The dentist **extracted** the woman's damaged tooth and put in a fake one.*

fabulous [fæbjələs] *adj.*

If something is **fabulous**, it is extremely good.

→ *This strawberry is the best I've ever had. It's **fabulous**.*

haste [heist] *n.*

Haste is speed in movement or action.

→ *In order to get to the meeting in time, he proceeds with **haste**.*

impulse [ímpʌls] *n.*

An **impulse** is a sudden thoughtless urge to do something.

→ *Because of the scary noise, she had an **impulse** to run somewhere and hide.*

latter [lætəːr] *adj.*

Latter describes something last in a series or the second choice of two things.

→ *In the **latter** minutes of the game, the visitors scored the winning goal.*

molecule [málәkjùːl] *n.*

A **molecule** is the smallest basic unit that makes up a physical substance.

→ *A tiny drop of water is made up of thousands of **molecules** of water.*

ongoing [ángòuiŋ] *adj.*

If something is **ongoing**, then it is still happening or still growing.

→ *The development of plants is **ongoing** because it takes time for them to mature.*

pharmaceutical [fɑ̀:rməsú:tikəl] *adj.*

If something is **pharmaceutical**, then it is related to the development of drugs.

→ ***Pharmaceutical** companies discover new cures to illnesses all the time.*

precise [prisáis] *adj.*

If someone is **precise**, then they are exact and careful about their work.

→ *The builder was very **precise** about where he placed the nails.*

proximity [prɑksíməti] *n.*

Proximity is closeness in time, space, or relationships.

→ *All the trees in the **proximity** of the beach had been cut down.*

publicity [pʌblísəti] *n.*

Publicity is public attention given to someone or something by the media.

→ *She received a lot of **publicity** after her performance in the film.*

remedy [rémədi] *n.*

A **remedy** is a cure for a disease, argument, or problem.

→ *A good **remedy** for a headache is an aspirin and a glass of water.*

significance [signífikəns] *n.*

The **significance** of something is the quality that makes it important.

→ *The **significance** of the snowy weather was that we didn't have to go to school.*

subsequent [sʌ́bsikwənt] *adj.*

If something is **subsequent**, then it comes after something else in time.

→ *The flood and the **subsequent** rescue of those caught in the flood were on TV.*

synthetic [sinθétik] *adj.*

If something is **synthetic**, then it is made to be like something natural.

→ *Clothing made out of **synthetic** fabrics is very effective at keeping people warm.*

terminal [tə́:rmənəl] *adj.*

If something is **terminal**, then it causes or results in death.

→ *Since his condition was not **terminal**, he felt a great sense of relief.*

Exercise 1

Choose the one that is opposite in meaning to the given word.

1. remedy
   a. island b. instance c. movie d. poison
2. latter
   a. first b. rough c. temporary d. trivial
3. terminal
   a. brief b. chilly c. pleasant d. curable
4. commence
   a. rescue b. finish c. require d. twirl
5. precise
   a. moist b. insane c. messy d. hungry
6. synthetic
   a. natural b. rhythmic c. shiny d. harmless
7. extract
   a. manage b. anger c. insert d. explode
8. publicity
   a. gravity b. privacy c. bravery d. energy
9. impulse
   a. truck b. music c. revenge d. plan
10. fabulous
    a. rude b. noisy c. fertile d. awful

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

subsequent	fabulous	impulse	publicity	extract
astonished	assess	terminal	essence	ongoing

The patient's illness seemed like it might be 1_____.
To save him, doctors had to 2_____ the infected tissue.

On an 3_____ he kicked the wall and it revealed a secret pass.
It led to his 4_____ escape from the prison.

It was difficult to 5_____ in which direction the forest fire would go.
One reason was that anything could happen while the fire was 6_____.

The 7_____ of the mayor's speech was about building the new library.
The building would be a(n) 8_____ addition to the scenery downtown.

His amazing skills during the last half of the game 9_____ the crowd.
Then that night, he received a lot of 10_____ from all the news shows.

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. Because she took the test with such speed, she made several silly mistakes.

   _____

2. Her anniversary had a quality that made it important because it was also her birthday.

   _____

3. Though the smallest basic units in ice and steam are similar, their shapes are different.

   _____

4. They began the ceremony at 9:00 in the evening.

   _____

5. The closeness in space of her office is only a short distance from mine.

   _____

6. He could sleep late that day or get up early and start his work. He chose the second choice.

   _____

7. The noises on the computer sounded like they were made to sound like real ones.

   _____

8. Please judge the quality of his proposal before we decide to meet with him.

   _____

9. The best cure for a slightly injured foot is putting ice on it.

   _____

10. Most of the advertisements on TV are related to the development of drugs commercials.

    _____

A Famous Accident

One of the greatest **pharmaceutical** discoveries happened by accident. In his **haste** to go on vacation, Alexander Fleming had left his laboratory in a mess. The **essence** of his **ongoing** work involved a type of bacteria. An infection caused by the bacteria was often **terminal**, and he was looking for a **remedy**. He had left the bacteria out while he was away.

When he returned from vacation, he found that his lab was covered in fungus. He started cleaning up the mess. While he was cleaning, he had an **impulse** to examine the fungus. He saw that whenever the fungus was in close **proximity** to the bacteria, the bacteria died.

Though he was a messy scientist, his experiments were **precise**. He thought that there might be some **significance** to the fungus. He immediately **commenced** an experiment to **assess** what had happened to the bacteria. It had either died by accident or the fungus had killed it. The **subsequent** tests proved it was the **latter** reason.

What he found **astonished** him. The fungus actually killed the bad bacteria. All this time, he had been looking for a **synthetic** material to kill the bacteria. Instead, a common fungus did the job.

He knew that something in the fungus had killed the bacteria. His next step was to find those **molecules** that had done it. When he found them, he **extracted** them and put them into a pill. The drug proved to be very effective. It also worked against other types of harmful bacteria.

The discovery received a lot of **publicity**. Soon after, the new drug was being used all over the world. Because of the success, the scientist was able to develop even more **fabulous** drugs to help people. His accidental discovery changed the world and helped save many people's lives.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ One of the most fabulous pharmaceutical discoveries was an accident.

_____

2. ____ The essence of the scientist's ongoing work was to find a remedy for a terminal infection.

_____

3. ____ The infection caused by the bacteria he was working on was not terminal.

_____

4. ____ Fleming examined the fungus on an impulse.

_____

5. ____ Whenever the synthetic material was far from the bacteria, the bacteria died.

_____

PART B Answer the questions.

1. In his haste to go on vacation, how had Alexander Fleming left his laboratory?

_____

_____

2. What was the significance of the fungus?

_____

_____

3. When did the scientist get an impulse to examine the fungus?

_____

_____

4. What did the scientist extract molecules from?

_____

_____

5. What received a lot of publicity?

_____

_____

UNIT 6

Word List

altitude [ǽltətjùːd] *n.*

The **altitude** of a place is its height above sea level.

→ *The air was thin at such a high **altitude** on the mountain.*

coastline [kóustlàin] *n.*

A **coastline** is the outline of a country's coast.

→ *He noticed that most of the cities in Australia are on the **coastline**.*

deter [ditə́ːr] *v.*

To **deter** means to prevent or discourage someone from doing something.

→ *Icy roads **deter** people from driving their cars.*

devise [diváiz] *v.*

To **devise** something means to have an idea or plan about it in the mind.

→ *The thieves **devised** a plan to steal the diamonds.*

expertise [èkspəːrtíːz] *n.*

Expertise is the knowledge and skills to do something well.

→ *John has a lot of advertising **expertise**. He can sell anything!*

fracture [frǽktʃəːr] *n.*

A **fracture** is a crack or break in something.

→ *Don't stand on that leg because there is a **fracture**. It might get worse.*

impair [impɛ́ər] *v.*

To **impair** something means to damage it or make it worse.

→ *Drinking coffee **impairs** my ability to go to sleep.*

implement [ímpləmènt] *v.*

To **implement** something means to ensure that what has been planned is done.

→ *The school decided to **implement** a new teaching strategy.*

indigenous [indídʒənəs] *adj.*

If something is **indigenous**, it is originally from, or native to, a place.

→ *Tomatoes are **indigenous** to the Americas.*

insight [ínsàit] *n.*

Insight is a deep and accurate understanding of something.

→ *The physics textbook gave the student new **insight** about gravity.*

limb [lim] *n.*

A **limb** is a large branch on a tree.

→ *The monkey sat on the tree **limb** and enjoyed a piece of fruit.*

migraine [máigrein] *n.*

A **migraine** is a painful headache that makes one feel sick.

→ *My sister gets a **migraine** every time she has a lot of stress.*

optimism [áptəmizəm] *n.*

Optimism is the feeling of being hopeful about the future or success of something.

→ *The mother had **optimism** about her children's futures.*

peculiar [pikjúːljər] *adj.*

When something is **peculiar**, it is strange, sometimes in a bad way.

→ *That **peculiar** smell coming from the kitchen reminds me of rotten eggs.*

proficient [prəfíʃənt] *adj.*

When a person is **proficient** at something, they can do it well.

→ *Secretaries are **proficient** at typing quickly.*

quest [kwest] *n.*

A **quest** is a long and difficult search for something.

→ *The treasure hunter went on a **quest** to find an ancient gold necklace.*

ridge [ridʒ] *n.*

A **ridge** is a long, narrow piece of raised land.

→ *The brown bear walked along the edge of the mountain **ridge**.*

spouse [spaus] *n.*

A **spouse** is the person to whom someone is married.

→ *I live in a home with my **spouse** and our two children.*

thrust [ərʌst] *v.*

To **thrust** means to push or move something quickly with a lot of force.

→ *The boxer **thrust** his fist into the punching bag.*

tolerate [tálərèit] *v.*

To **tolerate** something means to be able to accept it even when it is unpleasant.

→ *When you are in a hurry, it can be hard to **tolerate** traffic signals.*

Exercise 1

Choose the answer that best fits the question.

1. What would be hard to tolerate?
   a. A nice summer day b. A good movie c. A tasty dinner d. A broken leg
2. What is something that could be implemented?
   a. A plan b. A cloud c. A school d. A storm
3. What has a ridge?
   a. A person b. A mountain c. A swamp d. Fog
4. What would be peculiar to find in the ocean?
   a. A ship b. A shark c. A camel d. A piece of coral
5. What would impair vision?
   a. An eye test b. Rough fabric c. A strong smell d. A bright light

Exercise 2

Choose the one that is similar in meaning to the given word.

1. fracture
   a. a failure b. a break c. an idea d. a creation
2. limb
   a. a party b. an activity c. a branch d. a belief
3. thrust
   a. to push b. to grow c. to succeed d. to fall
4. indigenous
   a. rude b. extreme c. native d. cheap
5. devise
   a. to impress b. beautiful c. to plan d. confusing
6. optimism
   a. a good feeling b. to love c. to determine d. to reveal
7. insight
   a. a skill b. a journey c. a method d. an understanding
8. altitude
   a. layer b. height c. station d. freedom
9. migraine
   a. a headache b. a vehicle c. a chore d. a benefit
10. quest
    a. a problem b. a search c. a hero d. a story

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The little girl loves her cat. She *tolerates* it when they are together.
2. ____ Going away to college is scary, but I have *optimism* that I'll have a good time.
3. ____ This *migraine* is killing me. My head hurts so badly that I can't think straight.
4. ____ My bike's tire is flat again. I guess I'll have to *impair* it.
5. ____ Her child is *peculiar*. He likes to wear his shoes on the wrong feet.
6. ____ The tree is getting too big for our yard! Ask Jim to cut off some of the *limbs*.
7. ____ I fell off my bike, but I didn't break any bones. I just got a slight *fracture* on my toe.
8. ____ This bush in my yard comes from another country. It's *indigenous* to my yard.
9. ____ From the mountain *ridge*, you can see the entire city below.
10. ____ Mike is a very *proficient* reader. He finished the entire novel in just an hour.
11. ____ We were in awe of the professor's *expertise* on the subject.
12. ____ You should *thrust* the baby when putting him in bed, so he doesn't wake up.
13. ____ I will get married to my *spouse* one year from today.
14. ____ Australia has a very long *coastline*.
15. ____ She is on a *quest* to find her long lost brother.
16. ____ If you don't like your job, you should *devise* it.
17. ____ She will have to get more *altitude* if she wants to swim faster.
18. ____ The workers *implemented* a new strategy to be more efficient.
19. ____ Nothing will *deter* me in my hunt for the perfect flower.
20. ____ Her *insight* into our problem really helped us out.

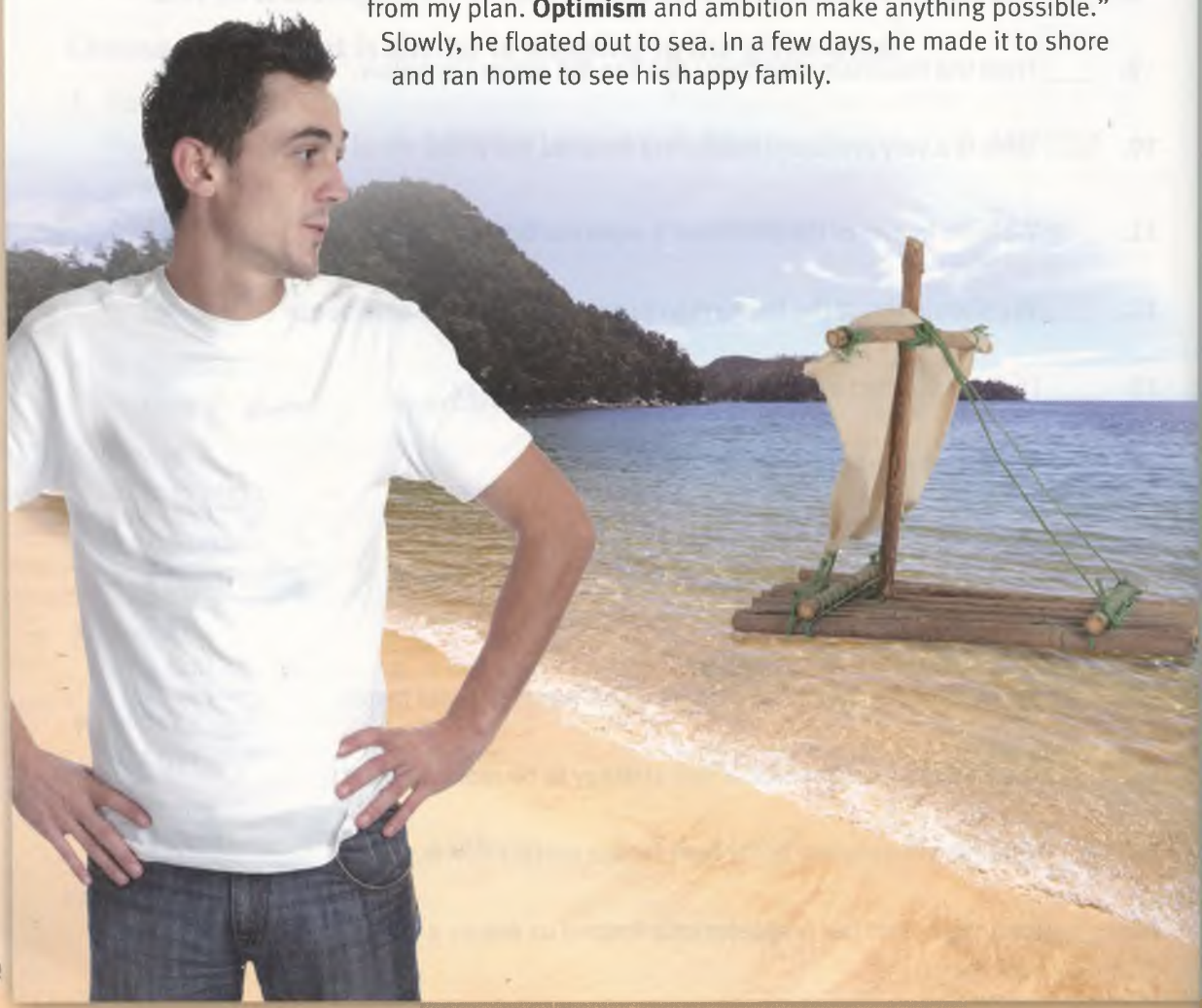
The Island

"Where am I?" Bob thought to himself when he woke up on a **peculiar** beach. "I can't remember what happened." There had been a bad storm, and Bob's fishing boat sunk. He washed ashore on a small island, but he had gotten hurt during the storm. He had a terrible **migraine**, and he had a **fracture** in his shoulder. He felt awful. But he had a strong desire to make it home to his **spouse** and children. He had to **tolerate** all the pain and **devise** a plan.

Bob stood up and looked around. "I'll walk to a higher **altitude**, so I can see everything around me," thought Bob. "Maybe I'll gain some **insight** about this island and find something to help me escape." As he walked along a mountain **ridge**, he noticed that the tall **indigenous** trees looked sturdy and thick. Bob got a brilliant idea. He could build a raft! He cut down some leaves and tree **limbs**. Even though his shoulder injury **impaired** his ability to carry the materials, he slowly dragged them down the mountain until he reached the **coastline**.

Bob was a **proficient** builder. He used his building **expertise** to line up the limbs and tie them together with long vines. When the raft was finished, Bob was happy with his work. "This will bring me home to my family," he said with a smile.

At last, Bob was ready to **implement** his escape plan. With all his might, he **thrust** the raft into the water. He climbed on and began the **quest** to find his way home. Bob smiled again, and thought, "I'm glad I kept a good attitude. It prevented the pain from **deterring** me from my plan. **Optimism** and ambition make anything possible." Slowly, he floated out to sea. In a few days, he made it to shore and ran home to see his happy family.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Bob had a migraine and a shoulder fracture when he awoke on the peculiar beach.

_____

2. ____ Bob implemented a plan to bring his spouse and children to the island.

_____

3. ____ The indigenous tree limbs impaired Bob's ability to carry the materials.

_____

4. ____ Bob was proficient in building, and he used his expertise to build the raft.

_____

5. ____ Bob thrust the raft into the water to begin his quest.

_____

PART A Answer the questions.

1. What type of insight did Bob hope to gain when he moved to a higher altitude?

_____

_____

2. Why did Bob need to tolerate the pain and devise a plan?

_____

_____

3. What did Bob drag from the ridge to the coastline?

_____

_____

4. How did Bob prevent pain from deterring him?

_____

_____

5. What does Bob believe about optimism and ambition?

_____

_____

UNIT 7

Word List

aquatic [ækwətik] *adj.*

If a plant or animal is **aquatic,** it lives or grows in water.

→ *The dolphin is an **aquatic** mammal.*

biosphere [báiəsfiər] *n.*

The **biosphere** is the earth's surface and atmosphere where there are living things.

→ *Birds, trees, and worms all thrive in the **biosphere**.*

bizarre [bizɑ́:r] *adj.*

When something is **bizarre,** it is very strange.

→ *My **bizarre** dreams make no sense to me when I am awake.*

Celsius [sélsiəs] *n.*

Celsius is a scale for measuring temperature.

→ *Water freezes at zero degrees **Celsius**.*

coarse [kɔ:rs] *adj.*

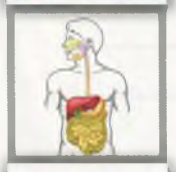
If something is **coarse,** that means it has a rough texture.

→ *The **coarse** sweater made my skin itch.*

companion [kəmpǽnjən] *n.*

A **companion** is a person that someone spends a lot of time with.

→ *I always walk to school with my **companion** Frank.*



digest [didʒést] *v.*

To **digest** means to swallow food and pass it through the body.

→ *Allow some time for food to be **digested** before going swimming.*

duration [djuəréiʃən] *n.*

The **duration** of an event is the time during which it happens.

→ *The girls watched television for the **duration** of the evening.*

ecology [i:kɑ́lədʒi] *n.*

Ecology is the study of the environment and living things.

→ *We study **ecology** to learn how to help improve the Earth.*

feat [fi:t] *n.*

A **feat** is an impressive or difficult achievement or action.

→ *The elephant's standing up on one leg was a **feat**.*

infinite [ínfənit] *adj.*

If something is **infinite**, it has no limit or end.

→ *Many scientists believe that the universe is **infinite**.*

nucleus [n(y)úːkliəs] *n.*

The **nucleus** is the central part of an atom or cell.

→ *The **nucleus** is made up of many tiny particles.*

parasite [pǽrəsàit] *n.*

A **parasite** is a tiny animal or plant that attaches to another animal to get food.

→ *The sick dog was covered in **parasites**.*

prominent [prámənənt] *adj.*

When something is **prominent**, it is important and well known.

→ *Queen Victoria was a **prominent** person in history.*

repetitive [ripétətiv] *adj.*

When something is **repetitive**, it is repeated many times and becomes boring.

→ *Working on an assembly line making cars every day is a **repetitive** job.*

reproductive [rìːprədʌ́ktiv] *adj.*

If something is **reproductive**, it has to do with a living thing producing young.

→ *The **reproductive** system of a plant is simple.*

temperate [témpərit] *adj.*

When a place is **temperate**, it never gets too hot or cold.

→ *In Peru, the weather is **temperate** and rarely gets too hot or cold.*

tolerance [tálərəns] *n.*

Tolerance is the ability to accept something painful or unpleasant.

→ *Boxers have a high **tolerance** for pain.*

undergo [ʌ̀ndərgóu] *v.*

To **undergo** an action means to have it happen to you.

→ *The cancer patient **undergoes** treatments twice a week.*

vulnerable [vʌ́lnərəbəl] *adj.*

When someone is **vulnerable**, they are weak and without protection.

→ *He felt very **vulnerable** when he was stranded in the desert.*

Exercise 1

Fill in the blanks with the correct words from the word bank.

Word Bank

temperate	companion	ecology	vulnerable	parasite
Celsius	aquatic	bizarre	biosphere	feat

The climate where I live is very 1_____.
It never drops below 10 degrees 2_____.

I learned about a tiny animal called a 3_____.
Some live on land, and others are 4_____.

The strange old man's behavior is quite 5_____.
The plastic chicken he takes with him everywhere is his only 6_____.

Jim loves every type of plant and animal in the 7_____.
Therefore, he is going to college to study 8_____.

Without his shield, the sword fighter was 9_____.
Defeating his enemy without protection was an amazing 10_____.

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Dogs do not have the ability to bear the pain to high pitched noises.

   _____

2. The boring and repeating sounds from a ticking clock can make some people annoyed.

   _____

3. My sister is a well-known and important musician.

   _____

4. I used my microscope to see the cell's central part.

   _____

5. The rough fur of the gorilla is a defining trait.

   _____

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The *reproductive* process in rabbits explains how they hunt for food.
2. ____ In Biology class, we learned about the different parts of a cell's *nucleus*.
3. ____ It is hard for some people to remain silent for the *duration* of a long movie.
4. ____ I could listen to my favorite song all day. I have *tolerance* for great music.
5. ____ I will have to *undergo* through the tunnel to get home.
6. ____ This blanket is not very comfortable. It would be better if it was not so *coarse*.
7. ____ She has exactly twenty jelly beans, which is an *infinite* amount.
8. ____ The boy became a *prominent* figure in town after he saved the woman's life.
9. ____ Her new car is *bizarre*. It has five wheels and no doors!
10. ____ There is no life on Venus, so researchers study its *ecology* instead.
11. ____ The *vulnerable* lion roared and scared away the zebras.
12. ____ Fish must live in *aquatic* environments.
13. ____ The circus performers were capable of many wonderful *feats*.
14. ____ The *repetitive* sound of ocean waves helps me to fall asleep.
15. ____ The cake *digested* the delicious cookies.
16. ____ The *temperate* nights were almost too cold to bear.
17. ____ *Parasites* are independent forms of life.
18. ____ I don't want to go alone. I wish I had a *companion*.
19. ____ Will you please *Celsius* the temperature outside?
20. ____ The drawing of the earth showed the different elements of the *biosphere*.

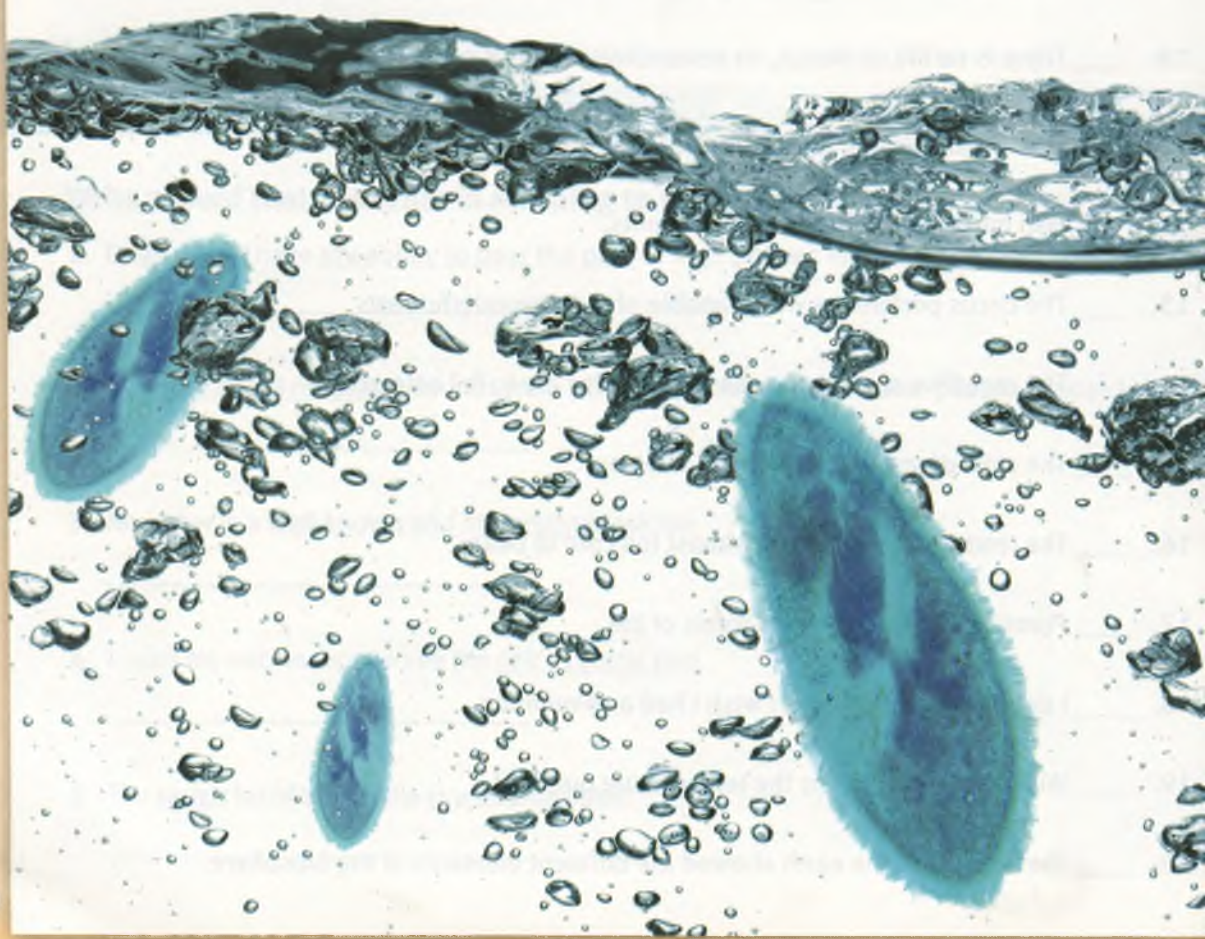
Small World

Even though people can't see me, I'm an important part of Earth's **biosphere**. Scientists who study **ecology** know that I was the first life form on Earth. There is more of my kind than any other plant or animal in the world. Without me, other plants and animals would not even exist. I am a protist, and my tiny body is made up of one single cell.

In my small world, things can be absolutely **bizarre**. Unlike most **aquatic** plants and animals, I don't need a **temperate** climate. I have a very high **tolerance** for extreme conditions. Right now, I'm swimming around in a bucket of boiling water! The temperature is 150 degrees **Celsius**, but I feel comfortable. I have **coarse** hairs called *cilia* that help me swim around in here. I move my cilia in a **repetitive** motion for the **duration** of my swim. I cannot go very fast, though. It takes me about five minutes to swim a distance of just one millimeter!

When I get hungry, I look for tiny, **vulnerable parasites**. I swim up to one and swallow it whole. I **digest** things much like people do. I have an organ that works just like a human stomach. After I eat, I release nitrogen gas. Nitrogen is a **prominent** gas in the earth's atmosphere. Other plants and animals need my nitrogen to survive.

My **reproductive** ability is my most unique trait. I don't need a **companion** to mate with. Instead, I **undergo** a process called *fission*, where my own **nucleus** splits in half. An exact copy of my nucleus is made, which forms into another protist. It really is an impressive **feat**. I can create an **infinite** number of new protists all by myself!



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Protists have a high tolerance for temperate conditions.

_____

2. ____ Things in an aquatic protist's world can be absolutely bizarre.

_____

3. ____ A protist splits its companion's nucleus in fission.

_____

4. ____ Coarse cilia move in a repetitive motion for the duration of a protist's swim.

_____

5. ____ An infinite number of new protists can be created by the impressive feat of fission.

_____

PART B Answer the questions.

1. What temperature, in degrees Celsius, could the protist be comfortable in?

_____

_____

2. What do scientists who study ecology know about protists?

_____

_____

3. What prominent thing does a protist release into the biosphere?

_____

_____

4. How does a protist catch vulnerable parasites to digest?

_____

_____

5. What unique reproductive process does a protist undergo?

_____

_____

UNIT 8

Word List

adept [ədépt] *adj.*

If someone is **adept** at something, they are very good at doing it.

→ *The carpenter is very **adept** at building houses.*

barren [bǽrən] *adj.*

If land is **barren**, it has no plants growing on it.

→ *People cannot farm in **barren** lands.*

ceramic [sərǽmik] *adj.*

If something is **ceramic**, it is made of baked clay.

→ *The house's roof was made of **ceramic** tiles.*

culinary [kʌ́lənèri] *adj.*

If something is **culinary**, it is related to cooking.

→ *I gained **culinary** skills after working in a restaurant for many years.*

dense [dens] *adj.*

If something is **dense**, it has a lot of things close together.

→ *I easily became lost in the **dense** forest.*

dignity [dígnəti] *n.*

Dignity is the ability to be calm and worthy of respect.

→ *When his company went out of business, he faced it with **dignity**.*

dominate [dɑ́mənèit] *v.*

To **dominate** someone or something is to control them.

→ *The loud man **dominated** the conversation.*

edible [édəbəl] *adj.*

If something is **edible**, you can eat it.

→ *We learn about **edible** plants when we go camping.*

hostile [hɑ́stʌl] *adj.*

If someone is **hostile**, they are angry and unfriendly.

→ *We were happy to move away from our **hostile** neighbor.*

intake [íntèik] *n.*

Your **intake** of food is the amount of food you take into your body.

→ *The doctor said I needed to increase my **intake** of fruits and vegetables.*

likewise [laikwàiz] *adv.*

If someone does something **likewise**, they do the same thing as someone else.

→ *If Joe is staying away from school to go swimming, I want to do **likewise**.*

malnutrition [mælnju:tríʃən] *n.*

Malnutrition is the condition of not getting enough nutrients.

→ *After eating only a meager amount of food, she suffered from **malnutrition**.*

medication [mèdəkéiʃən] *n.*

Medication is medicine or drugs given to people who are sick.

→ *The doctor gave me **medication** to treat my illness.*

misconception [miskənsépʃən] *n.*

A **misconception** is a wrong idea about something.

→ *People once believed the **misconception** that the Earth is flat.*

obscure [əbskjúər] *adj.*

If something is **obscure**, it is not well-known.

→ *The old man travels the world in search of **obscure** books.*

oppress [əprés] *v.*

To **oppress** someone means to rule over them in a cruel and unfair way.

→ *Free speech had been **oppressed** in his country.*

peel [pi:l] *v.*

To **peel** fruits and vegetables is to remove their skin.

→ *We **peeled** the apple before eating it.*

prescription [priskrípʃən] *n.*

A **prescription** is permission from a doctor to get medicine.

→ *The doctor gave me a **prescription** for my medication.*

respirator [réspərèitə:r] *n.*

A **respirator** is a machine that helps weak or sick people breathe.

→ *The man needed a **respirator** to breathe.*

strive [straiv] *v.*

To **strive** is to struggle to achieve something.

→ *People who **strive** to succeed often do.*

Exercise 1

Choose the answer that best fits the question.

1. If you need medication, you are probably _____.
   a. sick
   b. hungry
   c. bored
   d. skinny

2. If you have a misconception about something, _____.
   a. you are clear
   b. you are complicated
   c. you are wrong
   d. you are correct

3. Which of the following is true of a ceramic bowl?
   a. It is metal.
   b. It is clay.
   c. It is wooden.
   d. It is plastic.

4. If you are adept at painting, you can _____.
   a. paint badly
   b. paint like a child
   c. paint well
   d. only use certain colors

5. When you peel a piece of fruit, you _____.
   a. remove the skin
   b. cut it into pieces
   c. eat the skin
   d. take a knife and chop it up

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

culinary	dominate	edible	hostile	intake
malnutrition	medication	misconception	peel	prescription

My boss is a difficult person to deal with because he can become so 1_____.
He gets incredibly angry when he can't 2_____ an employee or a customer.

There is a popular 3_____ that cooking well is difficult.
Actually, most people can cook with basic 4_____ techniques.

My 5_____ is about to run out, but I still need more.
Tomorrow, I will ask the doctor for a new 6_____.

The skin of some vegetables such as squash is not 7_____.
That is why you have to 8_____ it before you eat it.

In some parts of the world, 9_____ is a major problem.
One of the causes is inadequate 10_____ of necessary vitamins and minerals.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. oppress
   a. cure b. print c. rule d. break
2. barren
   a. ugly b. mountainous c. close d. lifeless
3. strive
   a. attack b. struggle c. compete d. win
4. dominate
   a. control b. trick c. encourage d. entertain
5. culinary
   a. growing b. creating c. cooking d. drinking

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ One of my classmates is very *hostile*. He always helps me with homework.
2. ____ I chose an *obscure* book for my report. It was very difficult to find.
3. ____ In the past, many people suffered from *malnutrition* because of a lack of food.
4. ____ Did you know that some flowers are *edible*? They both look and taste good.
5. ____ The dog was hiding in a *dense* patch of grass. We had no trouble finding him.
6. ____ People enjoy Mark Twain's novels. They *likewise* enjoy his political comments.
7. ____ You can have health problems if your sugar *intake* is too high.
8. ____ You need to ask your teacher for a *prescription*. Then you can get your medicine.
9. ____ After we lost the game, our coach showed his *dignity*. He yelled at us for hours.
10. ____ After the car accident, John needed a *respirator*. He could not walk without it.
11. ____ They are taking a break outside. Why don't we do *likewise*?
12. ____ A month ago, I hurt myself playing soccer. The injury finally *oppressed* this week.
13. ____ *Strive* to do worst on your test.
14. ____ I *strive* to exercise at least twenty minutes each day to stay in shape.
15. ____ Many deserts are *barren* landscapes. You find little more than dirt and rocks there.

Becoming a Healer

Years ago, I worked at a small health clinic in a remote country. I had gone there to treat an **obscure** syndrome. It attacked people's lungs, causing them to need a **respirator** to breathe. I was trying out a new **medication** to treat these people instead of using a respirator. If I was successful, I would become famous.

Everything was going fine until war broke out in a nearby country. Many people from that country fled the **hostile** invading army. The army wanted to **dominate** the people, but the people didn't want to be **oppressed**. So they walked hundreds of miles across **barren** land to get away.

Some of these people came to our clinic for treatment. I talked with them and learned of their difficulties. They did not beg or complain. I was impressed by their **dignity**.

There was one woman I will never forget. Her son suffered from **malnutrition** and stomach pain, and she didn't know what to do. Neither did I. I was not **adept** at treating malnutrition. Nonetheless, when I saw her sadness, I knew I had to help her son.

The woman had been feeding her son bread and water. She had a **misconception** that it would be enough for him. However, I knew that he needed to eat vegetables, too. So I took her outside and showed her a **dense** patch of **edible** plants. I taught her how to dig up the roots, **peel** them, and cook them for her son. I explained that she should increase her son's **intake** of these vegetables. **Likewise**, she should **strive** to get him some meat once a week to help him regain his strength.

I sent her off with a **prescription** for some pain medicine, but she also left my office with some new **culinary** skills. A few weeks later, she returned to tell me her son was healthy again. As thanks, she gave me a beautiful **ceramic** bowl.

I never became famous, but I kept that bowl to remind me what it truly means to heal someone.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The respirator helped people with the obscure syndrome, and the doctor hoped the medication would do likewise.

_____

2. ____ The hostile doctor wanted to dominate and oppress the people.

_____

3. ____ The doctor was not adept at treating malnutrition before meeting the mother and her son.

_____

4. ____ The doctor showed the woman a dense patch of barren land.

_____

5. ____ The woman gave the doctor a ceramic bowl to show off her pottery skills.

_____

PART B Answer the questions.

1. Instead of a respirator, what did the doctor use to treat the syndrome?

_____

_____

2. What misconception did the woman have about her son's food intake?

_____

_____

3. Why did the doctor teach the woman to peel and cook the roots?

_____

_____

4. What kind of prescription did the doctor give to the woman?

_____

_____

5. Why did the doctor ask the woman to strive to get meat for her son?

_____

_____

UNIT 9

Word List

archaic [ɑːrkéik] *adj.*

If something is **archaic**, it is very old or outdated.

→ *To be competitive, we must update our **archaic** equipment.*

benevolent [bənévələnt] *adj.*

If someone is **benevolent**, they are kind and generous.

→ *My father was a **benevolent** man and gave lots of money to charity.*

brass [bræs] *n.*

Brass is a metal that is used to make musical instruments and ornaments.

→ ***Brass** is used to make musical instruments like trumpets.*

capitalism [kǽpitəlizəm] *n.*

Capitalism is an economic system where private companies make goods for profit.

→ *Most industries in the world today are based on **capitalism**.*

component [kəmpóunənt] *n.*

A **component** is a part of a larger machine.

→ *Computers have many different **components**, so they are complicated to build.*

dependence [dipéndəns] *n.*

Dependence is a situation in which somebody relies on something else.

→ *Young children have a **dependence** on their parents.*

diminish [dəmíniʃ] *v.*

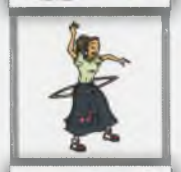
To **diminish** means to reduce or get smaller.

→ *As the economy got worse, my savings **diminished**.*

drawback [drɔ́ːbæ̀k] *n.*

A **drawback** is a disadvantage.

→ *The **drawback** of having a car is that it is very expensive to maintain.*



fad [fæd] *n.*

A **fad** is something that is popular for a short time.

→ *The hula hoop was a **fad** for a few years, but it soon lost its popularity.*

impose [impóuz] *v.*

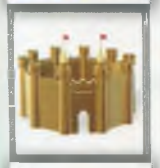
To **impose** means to interrupt or force your ideas on other people.

→ *He **imposes** on his wife every morning by expecting her to make breakfast.*

managerial [mænədʒíəriəl] *adj.*

Managerial describes something related to a manager or management.

→ *Nancy has a **managerial** position at the bank.*



medieval [mì:dií:vəl] *adj.*

If something is **medieval,** it comes from the period between 650 and 1500 CE.

→ *We visited a castle that was built during **medieval** times.*

obsolete [ɑ̀bsəlí:t] *adj.*

If something is **obsolete,** it is not used anymore because something better exists.

→ *Since computers became inexpensive, typewriters have become **obsolete**.*

peninsula [pənínsələ] *n.*

A **peninsula** is a large piece of land that is surrounded by the sea on three sides.

→ *The state of Florida is an example of a **peninsula**.*

prestige [prestí:ʤ] *n.*

If a person has **prestige,** people admire or respect them.

→ *The young actress gained much **prestige** after she won an award.*

proportion [prəpɔ́:rʃən] *n.*

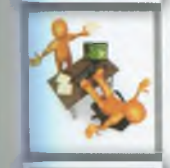
A **proportion** is an amount that shows the link between the parts and the whole.

→ *Only a small **proportion** of the people in this town actually work here.*

radical [rædikəl] *adj.*

If something is **radical,** it is very new or different.

→ *The president is planning to make some **radical** changes to the law.*



refute [rifjú:t] *v.*

To **refute** something means to prove that it is false or incorrect.

→ *The bank manager has **refuted** the claims that he lied to his customers.*

spectacular [spektǽkjələr] *adj.*

If something is **spectacular,** it looks or sounds very impressive.

→ *There was a **spectacular** fireworks display in the park at New Year.*

weave [wi:v] *v.*

To **weave** means to make cloth using horizontal and vertical threads.

→ *We saw a woman **weave** a blanket on our vacation to South America.*

Exercise 1

Choose the answer that best fits the question.

1. What is something that is archaic?
   a. A computer b. An Egyptian pyramid c. Some bread d. Space ships
2. Which of these things is often made of brass?
   a. A saxophone b. A coat c. A chair d. A doll
3. Which of these is a component in a radio?
   a. Music b. Wires c. A television d. Diamonds
4. Which of these things could be seen during the medieval ages?
   a. Telephones b. Skateboards c. Castles d. Soda
5. If you are on a small peninsula, you will be quite near to _____.
   a. the mountains b. a forest c. the sea d. the moon

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. weave
   a. to sew b. to create c. to pull apart d. to move
2. managerial
   a. entry-level b. legislative c. ruling d. supervisory
3. prestige
   a. fame b. honor c. sin d. lowliness
4. drawback
   a. artist b. benefit c. disadvantage d. boost
5. obsolete
   a. old b. innovative c. stale d. bright

Exercise 3

Choose the one that is similar in meaning to the given word.

1. benevolent
   a. crazy b. kind c. angry d. dark
2. diminish
   a. buy b. decide c. ignore d. decrease
3. radical
   a. new b. closure c. picture d. disadvantage
4. spectacular
   a. unusual b. sad c. amazing d. sudden
5. fad
   a. trend b. annoyance c. equipment d. sale

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ Knights in armor and their squires were common sites in *medieval* times.
2. ____ Our new boss hasn't made any changes to the company. He has very *radical* ideas.
3. ____ I don't want to *impose* on my father to help me with my homework. He's very busy.
4. ____ He *refuted* me because I didn't wash the plates after dinner.
5. ____ In *capitalism*, people can own just about any product or object they want.

Exercise 5

Write a word that is similar in meaning to the underlined part.

1. Our hotel was situated on a piece of land that was surrounded by the sea on three sides.
   _____
2. Doctors say the exercise can reduce the chances of getting ill.
   _____
3. Children's reliance on their parents decreases as they get older.
   _____
4. There are a number of disadvantages to taking up this new technology.
   _____
5. A large amount of students from my school want to go to university.
   _____
6. I need to buy some new parts for my computer to make it work properly.
   _____
7. I'm sorry to interrupt and intrude on you, but I need some help with my car.
   _____
8. The newspaper editor disproved the claim that the stories in the paper were untrue.
   _____
9. The show at the theater was very impressive.
   _____
10. The kind and generous women gave lots of money to help the poor.
    _____

The Weaving Machine

Mr. Joseph Franklin invented a machine that could **weave** cloth. It wove faster and straighter than anyone could weave by hand. He decided to take it to two cities on a **peninsula**, Netherton and Wilton. In these cities, a large **proportion** of the people worked in weaving. Joseph felt sure he could sell his machine there.

Joseph first took his machine to the mayor of Netherton. "Think of the money you will earn from this machine!" Joseph said to him.

But the mayor was a **benevolent** man. He knew about the people's **dependence** on weaving for their livelihood. If he bought the machine, the people would lose their jobs. So he refused to buy it.

Joseph said, "We are no longer in the **medieval** age! Soon everything will be made by machines. Cloth made by hand will soon be **obsolete**. If you don't change your **archaic** ways, your town's income will **diminish**!"

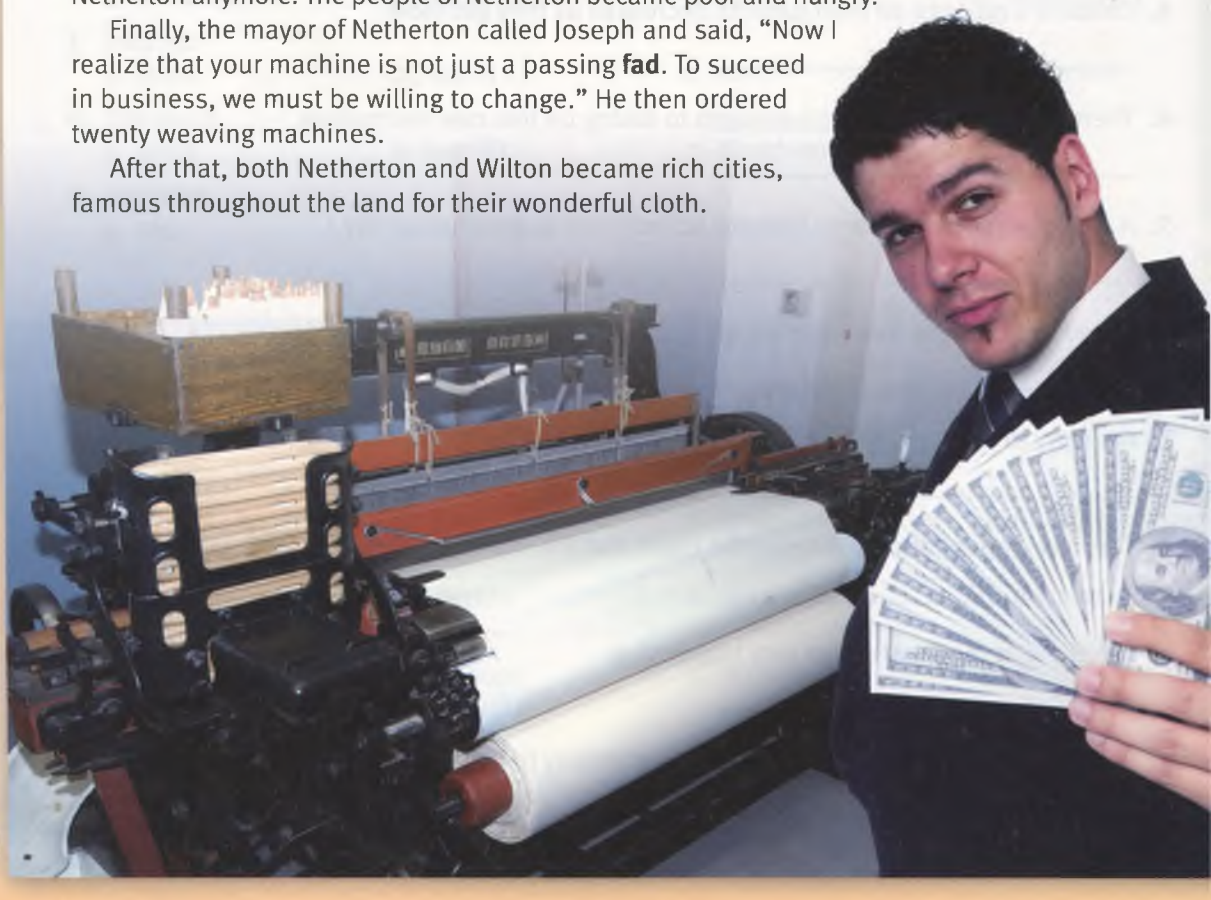
But the mayor said, "I don't like **capitalism**. Don't **impose** your **radical** ideas on my town. Go away!"

So Joseph took his machine to the mayor at Wilton. This mayor thought Joseph's machine was **spectacular** and spent a long time looking at its different **components** made of **brass**. The mayor couldn't **refute** the fact that the machine had **drawbacks** that would affect the people's jobs. But he realized the machine could bring money and **prestige**. So he ordered Joseph to build twenty of them.

Within a year, Wilton was a wealthy city, famous for its wonderful cloth. People no longer wove but worked in **managerial** jobs at cloth factories instead. Nobody bought the cloth from Netherton anymore. The people of Netherton became poor and hungry.

Finally, the mayor of Netherton called Joseph and said, "Now I realize that your machine is not just a passing **fad**. To succeed in business, we must be willing to change." He then ordered twenty weaving machines.

After that, both Netherton and Wilton became rich cities, famous throughout the land for their wonderful cloth.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The mayor of Netherton wanted Joseph to impose his radical fad on the town.

_____

2. ____ Joseph thought the mayor of Netherton's ideas were medieval and archaic.

_____

3. ____ The mayor of Wilton refuted the fact that the machine had drawbacks.

_____

4. ____ In Wilton, the people who used to weave got managerial positions at the factories.

_____

5. ____ In the end, capitalism brought prestige to both cities.

_____

PART B Answer the questions.

1. What job did a large proportion of the people on the peninsula do?

_____

_____

2. According to Joseph, what will soon be obsolete?

_____

_____

3. What did the benevolent mayor of Netherton realize about the people's dependence on weaving?

_____

_____

4. What did the mayor of Wilton realize about the spectacular machine with components made of brass?

_____

_____

5. Why did income diminish in Netherton after machines were introduced in Wilton?

_____

_____

UNIT 10

Word List

accountant [əkáuntənt] *n.*

An **accountant** is a person whose job is to keep financial accounts.

→ *The **accountant** helped me keep track of my money.*

capitalist [kǽpitəlist] *n.*

A **capitalist** is a business person who invests in trade and industry for profit.

→ *The **capitalist** invested in a factory that made wheat into cereal.*

contempt [kəntémpt] *n.*

Contempt is the feeling of having no respect for something.

→ *The judge had **contempt** for the wicked criminal.*

dedicate [dédikèit] *v.*

To **dedicate** oneself to something means to put a lot of time and effort into it.

→ *The nun **dedicated** herself to helping people in need.*

ditch [ditʃ] *n.*

A **ditch** is a narrow hole cut into the ground by a road or a field.

→ *When the car slid off of the road, it fell into the **ditch**.*

enterprise [éntərpràiz] *n.*

An **enterprise** is a company or business.

→ *My father owns an advertising **enterprise**.*

exquisite [ikskwízit] *adj.*

When something is **exquisite**, it is very beautiful or pleasant.

→ *The artist made **exquisite** watercolor paintings.*

finance [finǽns] *v.*

To **finance** someone or something means to provide money for them.

→ *The government **financed** the scientist's experiments with new weapons.*

indifferent [indífərənt] *adj.*

When someone is **indifferent** toward something, they have a lack of interest in it.

→ *Lisa is **indifferent** toward school. She doesn't care what her final grades are.*

irrigate [írəgèit] *v.*

To **irrigate** means to supply water to land so that crops can grow.

→ *In dry climates, it is important to **irrigate** fields of crops.*

maximize [mæksəmàiz] *v.*

To **maximize** something is to make it as great in amount, size, or importance.

→ *You should exercise regularly to **maximize** a healthy lifestyle.*

monetary [mánətèri] *adj.*

When something is **monetary**, it relates to money.

→ *A strong **monetary** policy is important for a country to be successful.*

precaution [prikɔ́:ʃən] *n.*

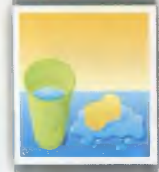
A **precaution** is an action that is meant to stop something bad from happening.

→ *As a **precaution**, you should put on a heavy coat before going out in cold weather.*

preliminary [prilimənèri] *adj.*

Preliminary describes something that happens before a more important event.

→ *The runners must do well in the **preliminary** races to qualify for the final race.*



saturate [sætʃərèit] *v.*

To **saturate** something means to completely soak it with a liquid.

→ *The sponge was **saturated** with soapy water and dripped all over the floor.*

simplicity [simplísəti] *n.*

The **simplicity** of something is the fact that it is easy to do or understand.

→ *We were able to find the house thanks to the **simplicity** of the directions.*

sow [sou] *v.*

To **sow** seeds means to plant them in the ground.

→ *He always **sows** his garden seeds in the springtime.*

soy [sɔi] *n.*

Soy is a food made from soybeans, such as flour or butter.

→ ***Soy** can be made into tofu, sauce, and also milk.*

spade [speid] *n.*

A **spade** is a tool used for digging.

→ *The gardener used her **spade** to make a hole for the seed.*

upcoming [ʌpkʌ̀miŋ] *adj.*

When something is **upcoming**, that means it will happen in the near future.

→ *The kids were worried about their **upcoming** exam.*

Exercise 1

Choose the answer that best fits the question.

1. What is a type of enterprise?
   a. A church b. A sign company c. A textbook d. A date
2. What kind of person would most people have contempt for?
   a. A killer b. A student c. A farmer d. A veterinarian
3. Which of these things would you most likely want to maximize?
   a. Your foolishness b. Your debt c. Your income d. Your weight
4. Where would you most likely find a ditch?
   a. By a road b. In a person's backyard c. In a tree d. In a classroom
5. What might a person sow?
   a. Apple seeds b. Dresses c. Animals d. Cake

Exercise 2

Choose the one that is similar in meaning to the given word.

1. maximize
   a. victory b. creation c. thought d. to make great
2. sow
   a. to plant b. to fail c. to climb d. to understand
3. upcoming
   a. slow b. soon c. uncommon d. ready
4. exquisite
   a. sure b. beautiful c. complete d. believable
5. enterprise
   a. a car b. a business c. an animal d. a group
6. ditch
   a. a ride b. a river c. a channel d. a home
7. contempt
   a. praise b. taste c. rating d. no respect
8. spade
   a. a fan b. a tool c. a trait d. a fact
9. irrigate
   a. to water b. to write c. to find d. to destroy
10. simplicity
    a. pride b. faith c. fondness d. easiness

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ I think the *soy* beans would taste better if we cooked them first.
2. ____ Jim said he would *finance* their new store for a share of their profits.
3. ____ We all knew the *precaution* of our actions would be terrible.
4. ____ The *preliminary* whistle blew, meaning the game was over.
5. ____ It can be difficult to keep track of *monetary* matters.
6. ____ The *indifferent* fan cheered loudly for his favorite team.
7. ____ The *capitalist* believed that his efforts would lead to great profits in the future.
8. ____ The company *accountant* found an error in the bank statement.
9. ____ I need to *dedicate* my house before the winter season.
10. ____ The rain *saturated* the ground so much that it was as dry as a stone.

Exercise 4

Write a word that is similar in meaning to the underlined part.

1. My favorite cake is made using flour from beans.

   _____

2. The driver kept both hands on the wheel as a way to prevent something bad.

   _____

3. People who keep financial accounts have many important duties in a business.

   _____

4. I wish I knew the money-related value of my gold collection.

   _____

5. The preparation duties before the concert included testing the microphones.

   _____

6. The spilled juice completely soaked the small rug on the kitchen floor.

   _____

7. Many wealthy companies provided money for the private school.

   _____

8. That business person owns companies in many countries around the world.

   _____

9. She is lacking interest about what movie we choose to watch.

   _____

10. I want to decide to put the time and effort of myself to saving kittens.

    _____

Life on the Farm

Bill was an excellent **capitalist**. He **financed** a large aviation **enterprise** that made a lot of money. He knew how to **maximize monetary** gains in every business deal he made. Bill had one big problem, though. He was unhappy all the time. Bill knew that he had to do something about it, or he would be depressed for the rest of his life.

One day, Bill was in his office when he heard a knock at the door. "Come in!" Bill said loudly.

His **accountant**, Jane, walked in. Jane said, "Sir, I haven't seen you smile in a year. What are you so sad about? Your company is doing very well."

Bill told her, "I'm **indifferent** about my company's success. I have **contempt** toward my job. I just want to do something I enjoy. I've always loved growing plants as a hobby. I'm going to quit my job and become a farmer!"

"You're crazy!" Jane said.

"I don't think so," Bill replied. "I want the **simplicity** of a life on a farm. I'm tired of all this stress. Farming will make me happy."

The very next day, Bill carried out the **preliminary** task of buying land and tools. Then he got to work. He **sowed** many types of seeds. He planted **soy**, cabbage, carrots, and onions.

"The **upcoming** summer is going to be very dry," thought Bill. "I need to **irrigate** my crops as a **precaution**, in case it doesn't rain enough." He took his **spade** and dug a **ditch** down the middle of his farm. "Water from the stream will flow down the ditch and **saturate** the soil around every plant," Bill thought.

Bill **dedicated** himself to farming. After a year, his farm looked **exquisite**. Most importantly, Bill was happy. He finally had the life he always wanted.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Bill could maximize monetary gains in the aviation enterprise that he financed.

_____

2. ____ Bill was indifferent about the farm's success.

_____

3. ____ Bill irrigated his crops as a precaution for the upcoming rain in summer.

_____

4. ____ Bill dug a ditch with a spade.

_____

5. ____ Bill sowed seeds and saturated the soy and cabbage plants.

_____

PART B Answer the questions.

1. What did the accountant say when Bill said he would stop being a capitalist and become a farmer?

_____

_____

2. What did Bill have contempt toward?

_____

_____

3. What was the result of Bill dedicating himself to his exquisite farm?

_____

_____

4. What preliminary task did Bill perform?

_____

_____

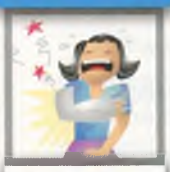
5. What simplicity was important for Bill to get rid of his stress?

_____

_____

UNIT 11

Word List



acute [əkjúːt] *adj.*

When a bad thing is **acute**, it is very severe and intense.

→ *When she fell out of the tree, the girl felt an **acute** pain in her arm.*

aggression [əgréʃən] *n.*

Aggression is behavior that is mean or violent to others.

→ *The problem was only made worse by Mark's **aggression**.*

banquet [bǽŋkwit] *n.*

A **banquet** is a grand formal dinner.

→ *Both families brought a lot of food for the wedding **banquet**.*

biography [baiάgrəfi] *n.*

A **biography** is an account of someone's life that is written by someone else.

→ *We read a **biography** about Charles Darwin in science class.*

boost [buːst] *v.*

To **boost** something means to increase or improve it.

→ *Lowering prices **boosts** customers' interest in shopping.*

clap [klæp] *v.*

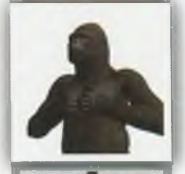
To **clap** means to hit one's hands together to express pleasure or get attention.

→ *After the speech, everyone in the crowd **clapped** their hands for the speaker.*

compel [kəmpél] *v.*

To **compel** someone to do something means to force them to do it.

→ *Traffic signs **compel** drivers to drive safely.*



dominance [dάmənəns] *n.*

The **dominance** of a person is their state of being more powerful than others.

→ *Large gorillas hit their chests to express their **dominance** over others.*

gorgeous [gɔ́ːrdʒəs] *adj.*

When something is **gorgeous**, it is very pleasing and attractive.

→ *The girl picked out a **gorgeous** dress to wear to the dance.*

inevitable [inévitəbəl] *adj.*

When something is **inevitable**, it is certain to happen or cannot be avoided.

→ *It is **inevitable** that the days will get longer in the summer.*

legacy [legəsi] *n.*

A **legacy** is an effect that exists because of a person or thing in the past.

→ *The **legacy** of the ancient Egyptians can be seen in their monuments.*

masterpiece [mæstərpi:s] *n.*

A **masterpiece** is a very good painting, novel, movie, or other work of art.

→ *The Arc de Triomphe is considered a **masterpiece** in the world of architecture.*

multiple [mʌltəpəl] *adj.*

If there are **multiple** things, there are many of them.

→ *When the stunt went wrong, the man suffered **multiple** injuries.*

narrate [næreit] *v.*

To **narrate** a story means to write about it or read it aloud.

→ *This story was written by John, but Aaron is **narrating** it to the crowd.*

notorious [noutɔ:riəs] *adj.*

When something is **notorious**, it is well-known because of something bad.

→ *This area of town is **notorious** for gang activity.*

outdated [autdéitid] *adj.*

When something is **outdated**, it is old and no longer useful in modern time.

→ *Tape players are becoming **outdated** because of digital music.*

overall [óuvərɔ:l] *adv.*

When a thing is talked about **overall**, the whole thing is considered.

→ ***Overall**, the party was a huge success.*

partiality [pɑ:rʃiæləti] *n.*

A **partiality** is a tendency to prefer one thing to another.

→ *She has a **partiality** for walking to school instead of driving.*

spontaneous [spɑntéiniəs] *adj.*

When an act is **spontaneous**, it is not planned. It happens suddenly.

→ *My wife made a **spontaneous** decision to buy a new sofa while I was at work.*

virtue [və:rtʃu:] *n.*

A **virtue** is a good quality or way of behaving.

→ *My best **virtue** is forgiveness.*

Exercise 1

Choose the one that is opposite in meaning to the given word.

1. gorgeous
   a. stiff b. unpleasant c. colorful d. cold
2. boost
   a. to lower b. to feel c. to increase d. to sleep
3. spontaneous
   a. short b. crowded c. planned d. faked
4. multiple
   a. one b. lousy c. grand d. free
5. inevitable
   a. heavy b. pretty c. silly d. avoidable

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. I would like to write a story about his life for my father someday.
   _____
2. My little brother has an awful, intense case of chicken pox.
   _____
3. The entire family decided to talk to Father about his constant violent behavior.
   _____
4. The preacher strongly believed that kindness was the most important good quality.
   _____
5. The action in the play was read aloud by the teacher. The students read the rest.
   _____
6. The girl had a strong preference over another flavor for chocolate ice cream.
   _____
7. Black and white TVs are no longer used in modern time because people prefer color TVs.
   _____
8. The great actor left behind a great result of his actions that continues to exist.
   _____
9. She is known for bad things because she likes to hang around the wrong people.
   _____
10. I have no idea what would force Dan to act in such a mean way.
    _____

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The good father was *notorious* for doing nice things for his family.
2. ____ We discussed the *overall* details of the plan.
3. ____ We planned our *spontaneous* vacation for weeks before we left for the trip.
4. ____ At the mayor's *banquet*, guests ate steak and lobster.
5. ____ It is polite to wait until the end of a play to *clap* for the performers.
6. ____ The *outdated* computer came with all the newest software.
7. ____ This novel is a *masterpiece* by the best writer of the 20th century.
8. ____ When the child got scared, he hid in the closet to show his *dominance*.
9. ____ A funny movie always *boosts* my mood when I am feeling sad.
10. ____ The sunset was so *gorgeous* that everyone turned away in disgust.
11. ____ The *acute* puppy rolled around on the floor.
12. ____ I moved to a different climate because of my *partiality* for warmer weather.
13. ____ I will write my own *biography* when I turn 50 years old.
14. ____ My need to pay rent *compelled* me to get a job and make enough money.
15. ____ Screaming loudly in the library is a *virtue*.
16. ____ One coat of paint was not enough, so I put on *multiple* coats.
17. ____ The author of this book *narrates* some famous battles.
18. ____ My *legacy* will be tested in the coming week.
19. ____ We knew a win was *inevitable* when our team was ahead by 100 points.
20. ____ I can be really mean. I wish I were better at controlling my *aggression*.

Beethoven's Gift

Beethoven was a great composer of classical music in the 1800s. Many **biographies** have been written that **narrate** his **dominance** in the music world. But do you know what really makes him special? Even though millions of people got to hear his **multiple masterpieces**, he never did. Beethoven wrote his best pieces after he went completely deaf!

His **partiality** toward classical music developed when he was very young. He wasn't interested in anything else as a child. When he was five, he learned how to play the piano. From then, nothing could stop his passion for writing and playing music.

When Beethoven was twenty, he began to lose his hearing. He got **acute, spontaneous** pains in his ears. His hearing kept getting worse over time. It was **inevitable** that he would eventually lose it altogether. It was very hard for him to keep writing music. He lost the **virtue** of patience, and he became **notorious** for his **aggression**. Still, he never stopped trying. His passion for music **compelled** him to keep performing even after he went deaf. He couldn't hear himself play, but he knew that his creations sounded **gorgeous**.

His final concert was held at a huge **banquet**. He gave the musicians a cue, and they began to play. He directed the concert with all his heart. He couldn't hear the music, but he said that he could feel it. **Overall**, performance was one of the finest in history. When it was over, he turned to the crowd. They **clapped** and cheered wildly. In that beautiful moment, the applause **boosted** his emotions, and he began to cry.

In 1827, he suffered from lead poisoning. He didn't survive the sickness, but his music did because great music never becomes **outdated**. Even though Beethoven is gone, his **legacy** will live on forever.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ People have narrated biographies about Beethoven's dominance.

_____

2. ____ Beethoven created multiple masterpieces that sounded gorgeous.

_____

3. ____ It was inevitable that Beethoven would lose his virtue altogether.

_____

4. ____ Beethoven became notorious for his aggression.

_____

5. ____ Beethoven's legacy lives on because great music is outdated.

_____

PART B Answer the questions.

1. What did the young Beethoven develop a partiality for?

_____

_____

2. How old was Beethoven when he first learned to play the piano?

_____

_____

3. What did Beethoven do when he saw the crowd clap and cheer at the banquet?

_____

_____

4. What compelled him to keep performing after his acute, spontaneous hearing loss?

_____

_____

5. What was special about Beethoven's last performance?

_____

_____

UNIT 12

Word List

anthropology [ænərəpɑ́lədʒi] *n.*

Anthropology is the study of people, society, and culture.

→ *In **anthropology** class, I learned about simple tools that ancient cultures used.*

applaud [əplɔ́:d] *v.*

To **applaud** means to clap in order to show approval.

→ *Everyone cheered and **applauded** Manny's efforts.*

appoint [əpɔ́int] *v.*

To **appoint** someone to a job means to give the job to them.

→ *Two students were **appointed** to help the scientists with their research.*

compatible [kəmpǽtəbəl] *adj.*

When things are **compatible**, they work well or exist together successfully.

→ *Jan and Fred are too different. They will never be **compatible**.*

competence [kɑ́mpətəns] *n.*

Competence is the ability to do something well or effectively.

→ *The job was easy because the group had enough **competence** to do it well.*

confer [kənfə́:r] *v.*

To **confer** with someone means to discuss something with them to make a decision.

→ *I will have to **confer** with my wife before I can purchase a new car.*

consecutive [kənsékjətiv] *adj.*

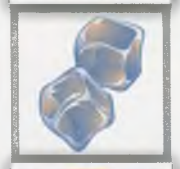
When things are **consecutive**, they happen one after another without interruption.

→ *The king ruled for ten **consecutive** years.*

crude [kru:d] *adj.*

When something is **crude**, it is not exact or detailed, but it can still be useful.

→ *She drew **crude** hearts on the ground to show how much she loved him.*



cube [kju:b] *n.*

A **cube** is a solid object with six square surfaces that are all the same size.

→ *Please get me some ice **cubes** to put in my soda.*

feedback [fí:dbæ̀k] *n.*

Feedback is comments to a person about how they are doing something.

→ *I asked my boss for **feedback** on my work.*

ignorance [ignərəns] *n.*

Ignorance of something is lack of knowledge about it.

→ *When he failed the test, his **ignorance** of math was obvious.*

masculine [mæskjəlin] *adj.*

When something is **masculine**, it is a quality or thing related to men.

→ *American football is usually considered a **masculine** sport.*

monument [mánjəmənt] *n.*

A **monument** is a structure that is built to remind people of a person or event.

→ *A large **monument** was built to honor the brave soldiers.*

muscular [mʌskjələ:r] *adj.*

When someone is **muscular**, they are very fit and strong.

→ *He exercised regularly so that his body could become **muscular**.*

posture [pástʃər] *n.*

A person's **posture** is the position in which they stand or sit.

→ *Your back will feel better if you improve your **posture**.*

situate [sítʃuèit] *v.*

To **situate** something means to place or build it in a certain place.

→ *The road was **situated** between the forest and the lake.*

supervise [sú:pərvàiz] *v.*

To **supervise** something means to make sure that it is done correctly.

→ *Allen **supervised** the construction workers to ensure everyone's safety.*

symmetry [símətri] *n.*

Symmetry is the state of having two halves that are exactly the same.

→ *The artist made sure to use perfect **symmetry** when painting the butterfly.*

tattoo [tætú:] *n.*

A **tattoo** is a design that is drawn permanently on the skin with needles.

→ *The surfer had **tattoos** on both his arms.*

undergraduate [ʌndərgrædʒuit] *n.*

An **undergraduate** is a student at a college who is studying for a bachelor's degree.

→ *She was excited to finish high school and enroll as an **undergraduate** in the fall.*

Exercise 1

Choose the answer that best fits the question.

1. Which would need to be supervised?
   a. A car b. An experienced pilot c. A new student d. A boat
2. What is most likely something that is situated?
   a. A building b. An apology c. A disease d. A thought
3. What is something you can be appointed to?
   a. A television b. A job c. An illness d. A holiday
4. If someone confers with another person, _____.
   a. they fight b. they eat c. they discuss something d. they sleep
5. What is something that might be a cube?
   a. A box b. A shirt c. An airplane d. A disc

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. I feel the best when the hours I sleep are one after another without interruption.
   _____
2. Even though he was young, the boy's facial features were qualities related to men.
   _____
3. My girlfriend and I are happy because we are successful at existing together.
   _____
4. The strong and fit fireman carried the children out of the burning building.
   _____
5. The college student handbook lists the classes I need to take to get my degree.
   _____
6. My mother was shocked when she found out I had a permanent drawing on my skin.
   _____
7. The first thing Al noticed about the new employee was his bad standing position.
   _____
8. This snowflake has perfect halves that are the exact same but mirror images.
   _____
9. He was embarrassed by his lack of knowledge.
   _____
10. The not exact or detailed measurements turned out to be good enough.
    _____

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The *undergraduate* program at our school includes several possible degrees.
2. ____ She *conferred* with her coworkers before presenting their work to the boss.
3. ____ The rain made a *cube* on the grass.
4. ____ The *tattoo* appeared very dark on her light-colored skin.
5. ____ Our teacher was quick to give us *feedback* on our homework.
6. ____ The wall was *situated* in the north part of the yard.
7. ____ The baby *supervised* her mother in the store.
8. ____ The *symmetry* of the flower arrangement made it look very attractive.
9. ____ The angry father *applauded* his son when he got in trouble at school.
10. ____ The manager needed an assistant. She *appointed* Bill to the new position.
11. ____ The *masculine* girl looked very pretty in her new dress.
12. ____ In the final revision, he made sure his work was *crude*.
13. ____ The captain ordered the sailor to have better *posture*.
14. ____ The *muscular* movie star always got the role of the superhero in the movie.
15. ____ On our trip, we visited the *monument* built for George Washington.
16. ____ His *ignorance* led him to the final round of the tournament.
17. ____ My favorite subject in college was *anthropology*.
18. ____ She leaves the lights on at night because of her *competence* for the dark.
19. ____ When the couple got divorced, it was clear that they were *compatible*.
20. ____ Our basketball team won the championship for three *consecutive* years.

Brothers

John and Mark were brothers, but they were quite different people. Mark looked very **masculine**. He had a mustache and was very **muscular**. He was a sculptor. He made things out of stone. Mark was a good artist, but he was not very intelligent.

John looked nothing like his brother. He was small and weak, but he was very smart. John was an **undergraduate** in college, and he studied **anthropology** and history. He knew a lot about ancient cultures. The brothers loved each other very much, but they thought they had nothing in common.

One day, the mayor **appointed** Mark to build a **monument**: a statue of Egyptian Pharaoh, Tut. Mark agreed to do the job, but he had a problem. He had no idea who Pharaoh Tut was! However, he thought he had the **competence** to build a good statue anyway. He made some **crude** measurements and sculpted a statue of a very old man with a **tattoo** on his chest. Mark was proud of his work, but when John saw the statue, he laughed aloud.

"What's so funny?" Mark asked.

John replied, "Your **ignorance** makes me laugh. Don't you know that Tut was only a teenager when he was pharaoh? Let me help you. I'll **supervise** your work. I'll give you **feedback**, and we'll make this a great monument."

Mark got another **cube** of stone. John told him what Tut looked like. "Make him tall with good **posture**," John said. "And make sure there is **symmetry** in his body."

Mark **conferred** with John about every detail. For ten **consecutive** hours, the brothers worked. At last, the finished statue was **situated** in front of the museum. Everyone **applauded** the brothers' good work.

"We worked together very well. I guess we are **compatible** after all," Mark said.

John replied, "I agree! When we combine our talents, we are capable of greatness."

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Mark's masculine features included a mustache and a muscular body.

_____

2. ____ John laughed at Pharaoh Tut's ignorance.

_____

3. ____ John appointed himself to supervise Mark's work and give him feedback about posture and symmetry.

_____

4. ____ Mark made crude measurements and situated a tattoo on his original monument's chest.

_____

5. ____ John was an undergraduate who studied sculpture and anthropology.

_____

PART B Answer the questions.

1. Why did everyone applaud the brothers after ten consecutive hours?

_____

_____

2. What did Mark think he had the competence to do?

_____

_____

3. What did John explain to Mark after Mark got another cube of stone?

_____

_____

4. What did Mark confer with John about?

_____

_____

5. What did John say when he found out that he was compatible with his brother?

_____

_____

UNIT 13

Word List

brook [bruk] *n.*

A **brook** is a small stream.

→ *Water flows down several **brooks** on the mountain.*

cater [kéitər] *v.*

To **cater** to someone means to provide them with all the things needed or wanted.

→ *Bill was too sick to get out of bed, so his nurse **catered** to his needs.*

considerate [kənsídərit] *adj.*

When someone is **considerate**, they pay attention to the needs of others.

→ *The **considerate** boy gave a present to his girlfriend on Valentine's Day.*

consumption [kənsʌ́mpʃən] *n.*

The **consumption** of food or drink is the act of eating or drinking it.

→ *These apples are too rotten for **consumption**.*

criteria [kraitíəriə] *n.*

Criteria are factors on which a person judges or decides something.

→ *Before she got the job, she had to meet all the necessary **criteria**.*

crust [krʌst] *n.*

Crust is the tough outer part of a loaf of bread.

→ *The little boy never ate the **crust** of his pizza.*

degrade [digréid] *v.*

To **degrade** someone means to cause people to have shame.

→ *The teacher **degraded** Bob when she announced his poor performance to the class*

entitle [entáitl] *v.*

To **entitle** someone means to give them the rights to have or do something.

→ *His golden ticket **entitled** him to sit in the front row at the concert.*

escort [ésko:rt] *v.*

To **escort** people means to safely accompany them to a place.

→ *Her bodyguards **escorted** her to the movie theater.*

external [ikstə́:rnəl] *adj.*

When something is **external**, it is connected to an outer part.

→ *It is warm inside my house, but the **external** temperature is freezing.*

facility [fəsíləti] *n.*

A **facility** is a building that exists for a particular purpose.

→ *There are many educational **facilities** in big cities.*

faculty [fǽkəlti] *n.*

A **faculty** is a mental or physical ability.

→ *The boy's mental **faculties** impressed all of his teachers.*

heap [hi:p] *n.*

A **heap** of things is a large pile of them.

→ *After the building was torn down, all that was left was a **heap** of bricks.*

hemisphere [hémisfiər] *n.*

A **hemisphere** is one half of the earth.

→ *In the northern **hemisphere**, the weather is usually warmest in July and August.*

hound [haund] *n.*

A **hound** is a type of dog that is often used for racing or hunting.

→ *The men took their **hounds** with them when they went on the hunting trip.*

impersonal [impə́:rsənəl] *adj.*

If something is **impersonal**, it is not friendly and makes people feel unimportant.

→ *The boy felt scared on his first day at the big, **impersonal** high school.*

ornament [ɔ́:rnəmənt] *n.*

An **ornament** is an attractive object that people display in their homes.

→ *The woman kept some colorful **ornaments** on the shelves.*

pedestrian [pədéstriən] *n.*

A **pedestrian** is a person who is walking on a street.

→ *Cars should be careful when **pedestrians** are walking around.*

sanctuary [sǽŋktʃuèri] *n.*

A **sanctuary** is a place where people in danger can go to be safe.

→ *The church was made into a **sanctuary** for homeless people in the winter.*

spectator [spékteitə:r] *n.*

A **spectator** is someone who watches something, especially a sports event.

→ *There were thousands of **spectators** at the big game.*

Exercise 1

Choose the answer that best fits the question.

1. What is an external body part?
   a. A nose
   b. A heart
   c. A brain
   d. A skull

2. Which would NOT be considered a facility?
   a. A sports stadium
   b. A surfboard
   c. An auditorium
   d. A library

3. If you live in the southern hemisphere, you _____.
   a. are on the southern half of the earth
   b. are warm all-year round
   c. can't travel very far north
   d. are on your head

4. What does a pedestrian need the most?
   a. Good shoes
   b. A driver's license
   c. A bus pass
   d. Fuel

5. Which of the following is an example of crust?
   a. Hard cheese
   b. Outer part of a pizza
   c. A shell
   d. Pudding

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

impersonal	hound	escort	spectators	considerate
faculty	pedestrians	brook	consumption	facility

You probably shouldn't take a drink from the 1_____.
The muddy water is not fit for 2_____.

When going to school, it is dangerous for small kids to be lone 3_____.
Parents should 4_____ them to school to ensure they arrive safely.

When I go hunting, I always bring my 5_____.
My dog has a great smelling ability. It's his best 6_____.

When we got to the stadium, I was amazed at the number of 7_____.
There must have been 50,000 people at the sports 8_____.

Because the dormitory was so big, I was afraid it would be 9_____.
But I was wrong. Everyone was very nice, helpful, and 10_____.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. cater
   a. impressive b. to provide c. far away d. believable
2. degrade
   a. motherly b. likely c. ugly d. shame
3. heap
   a. a flash b. a jar c. a pile d. a pact
4. entitle
   a. to make happy b. to succeed c. to flee d. to give rights
5. criteria
   a. sadness b. letter c. market d. standard

Exercise 4

Write a word that is similar in meaning to the underlined part.

1. We went to the track to watch the racing dogs run.

   _____

2. The outer part of a loaf of bread was a dark brown and smelled like wheat and honey.

   _____

3. The baseball player was yelled at by an angry person who watches a sports event.

   _____

4. People who celebrate Christmas hang colorful attractive objects on their trees.

   _____

5. What are the factors on which you judge for becoming a member in your club?

   _____

6. The church was made into a place people can go to be safe after the hurricane.

   _____

7. Concentration is an important mental ability to have when studying for a test.

   _____

8. The messy girl kept her clothes in a pile on the floor.

   _____

9. The boy sat by the small stream and tossed stones into it.

   _____

10. Buying the house will give the rights to me to redecorate it any way I want.

    _____

The Old Hound

Elvis was a dog that loved to run. He possessed all the **criteria** to be a great racing dog. He had long legs, lean muscles, and a strong heart. He was so good that he never lost a race in the northern **hemisphere**. **Spectators** who bet on dog races always picked Elvis to win.

After ten years of racing, however, Elvis was getting old. His **faculties** were not as strong as they used to be. His owner got upset when Elvis started losing. Elvis's owner wasn't a **considerate** person. He **degraded** the dog all the time. Finally, his owner decided to get rid of him. He threw Elvis in his car and took him to the middle of the forest. He tossed him out and drove away. Elvis was cold and scared. He decided to follow a **brook** into the city.

Elvis soon found out that the city was a big and **impersonal** place. Everywhere he went, he saw signs that said, "No Dogs Allowed." **Pedestrians** yelled at him. He was sad, hungry, and alone. He thought that all people were as cruel and uncaring as his owner had been. He was ready to give up when he heard a soft voice say, "What a beautiful **hound**!" Elvis looked up and saw an old woman. She said, "You're **entitled** to a better life than this. I can take you to a **sanctuary** for old dogs like you. I'll **cater** to all your needs. Would you like to come with me?"

The woman **escorted** Elvis to a beautiful **facility**. There was a sign on the **external** door that said, "Dogs Welcome!" The interior of the building was painted blue, and shiny **ornaments** hung from the ceiling. There was a **heap** of tasty bones and bread **crusts** for **consumption**. Elvis learned there were kind people in the world after all. He was so thankful that he jumped up and licked the woman's face.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Elvis possessed the criteria to be a spectator.

_____

2. ____ Elvis's owner was not considerate, and he degraded the dog.

_____

3. ____ Elvis followed the brook to the big, impersonal city where pedestrians yelled at him.

_____

4. ____ In the interior of the facility, there was a heap of ornaments and bread crusts for consumption.

_____

5. ____ The old woman wanted to cater to Elvis's needs at the sanctuary for old hounds.

_____

PART B Answer the questions.

1. What was true of Elvis's faculties when he started getting old?

_____

_____

2. What did the old woman believe Elvis was entitled to?

_____

_____

3. What happened at all the races in the northern hemisphere?

_____

_____

4. Where was Elvis escorted to?

_____

_____

5. What was on the external door?

_____

_____

UNIT 14

Word List

asset [æset] *n.*

An **asset** is a skill or quality that is useful or valuable.

→ *The coach realized the boy's speed was an **asset** to the team.*

aspect [æspekt] *n.*

An **aspect** is one part or feature of something.

→ *I thought about the different **aspects** of owning two dogs.*

Braille [breil] *n.*

Braille is a system of raised patterns on paper that allows the blind to read.

→ *The boy enjoyed reading his favorite books written in **Braille**.*

bud [bʌd] *n.*

A **bud** is a part of a plant that turns into a flower or a leaf.

→ *Two weeks after planting the seed, a small **bud** appeared.*

coordinate [kouɔ́:rdənèit] *v.*

To **coordinate** things is to make different parts work together.

→ *Each skating team had to **coordinate** their movements for the show.*

disprove [disprúːv] *v.*

To **disprove** something means to show that it is not true.

→ *The scientist **disproved** the theory that the sun moved around the Earth.*

humanitarian [hjuːmæ̀nətɛ́əriən] *adj.*

If something is **humanitarian**, it is connected to helping people's lives.

→ *After the flood, several **humanitarian** organizations offered help.*

hypothesis [haipɑ́əəsis] *n.*

A **hypothesis** is an idea for something that has not been proved yet.

→ *The teacher did an experiment to prove whether his **hypothesis** was right.*

imprint [ímprint] *n.*

An **imprint** is an effect or lesson from an experience that is hard to forget.

→ *The experience of war left an **imprint** on his mind that troubled him.*

informative [infɔ́:rmətiv] *adj.*

When something is **informative**, it provides a lot of information.

→ *The travel guide had a lot of **informative** facts about the region.*

optic [áptik] *adj.*

When something is **optic**, it relates to the eyes or light.

→ *Her blindness was caused by a problem with her **optic** nerve.*

premise [prémis] *n.*

A **premise** is an idea on which something is based.

→ *The **premise** of the movie that Bobbi and I watched was unrealistic.*

rack [ræk] *n.*

A **rack** is an object with shelves that holds things.

→ *He stored his tools on a **rack**.*

Renaissance [rènəsɑ́:ns] *n.*

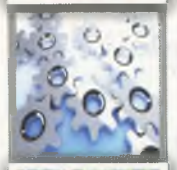
The **Renaissance** was a period between the 14th and 17th centuries.

→ *Leonardo Da Vinci was a popular artist of the **Renaissance**.*

revere [riviə:r] *v.*

To **revere** something is to admire it greatly.

→ *The students **revere** their teacher, who has taught them a lot.*



simultaneous [sàiməltéiniəs] *adj.*

When something is **simultaneous**, it occurs at the same time as something else.

→ *The movement of the gears inside the watch was **simultaneous**.*

skeptic [sképtik] *n.*

A **skeptic** is a person who does not believe something.

→ *The scientist showed the **skeptic** that dinosaurs did exist by providing evidence.*

spatial [spéiʃəl] *adj.*

When something is **spatial**, it relates to the position and size of things.

→ *He was asked where the books were located to test his **spatial** ability.*

specify [spésəfài] *v.*

To **specify** is to describe something clearly.

→ *The poster didn't **specify** where the concert was taking place.*

wax [wæks] *n.*

Wax is a substance that is slightly shiny and melts when heated.

→ *The candles are made of **wax**.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. informative
   a. thoughtless b. careful c. helpful d. untrue
2. coordinate
   a. to work together b. to break c. to listen d. to finish
3. premise
   a. an important part b. a solution c. an idea d. a purpose
4. aspect
   a. a valued thing b. a feature c. an idea d. a location
5. imprint
   a. effect b. prison c. presence d. amount
6. rack
   a. a baker b. a holder c. a shelter d. a waiter
7. optic
   a. visual b. thoughtful c. medical d. restful
8. Braille
   a. sign language b. hearing aid c. plant d. a system of writing
9. bud
   a. tree b. sprout c. bark d. leaves
10. wax
    a. bee substance b. light c. fire d. ice

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. disprove
   a. to invent b. to validate c. to lie d. to guess
2. revere
   a. to disrespect b. to go fast c. to keep d. to put away
3. humanitarian
   a. animal b. parasite c. assistant d. artist
4. simultaneous
   a. frightening b. slow c. preceding d. lost
5. Renaissance
   a. last b. modern c. art d. expensive

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ We received *humanitarian* relief after I got a terrible haircut.
2. ____ The boy waited for the *Renaissance*, which was going to start in the future.
3. ____ Alice placed the ball on the *rack* where all her sport equipment was stored.
4. ____ The woman liked the *premise* of the show, but she thought the acting was bad.
5. ____ The boy was scared by the *simultaneous* sound of the thunder and the phone.
6. ____ The map was *informative* and helped them from getting lost.
7. ____ The teacher *disproved* her expectations. He did exactly what she thought he would.
8. ____ Kelly had only met her uncle once and didn't know much about him. She *revered* him.
9. ____ In spring, all of the plants in the garden are covered with tiny *buds*.
10. ____ The *skeptic* didn't believe that the magician could actually make someone disappear.
11. ____ He didn't think about the *aspects* of smoking. Later he realized the disadvantages.
12. ____ The new hearing aid provides a wide range of *optic* choices.
13. ____ The bad dream left an *imprint* on Jared. He had forgot it by noon of the same day.
14. ____ He had to *specify* to the waiter whether he wanted onions in his food or not.
15. ____ The fruits looked real, but they were made of *wax*.
16. ____ Her understanding has been a real *asset* in her successful career.
17. ____ I did an experiment to prove my *hypotheses*.
18. ____ Please use the *spatial* spoon to turn the eggs.
19. ____ *Braille* has helped many blind people enjoy literature.
20. ____ If you *coordinate* all of sounds, you can make music.

Day Without Sight

On Friday afternoon, Sam's teacher had a special assignment.

"Next week, we'll be studying **humanitarian** efforts around the world since the time of the **Renaissance**, including those to help the blind," she said. "Over the weekend, I want each of you to wear a blindfold for an entire day. The **premise** of this experiment is that it will help you understand what it's like to be blind," she said.

Sam was a **skeptic**. He really didn't think the assignment would be too challenging. On Saturday morning, Sam took a piece of cloth and tied it around his head to cover his eyes. Then he went into the kitchen for breakfast. He heard the voices of his parents and brothers but couldn't **specify** where each voice was coming from. He thought about how important hearing is for blind people.

"Could you pass me the newspaper, please?" he asked. Just then, he remembered he couldn't see the words on the page. He wondered if **Braille** newspapers were ever made.

After finishing breakfast, his brothers asked him to play soccer. As he followed them, he accidentally walked into the baker's **rack**. He also found that he couldn't play soccer. He wouldn't be able to **coordinate** his actions without being able to see. Without his **optic** senses, he had no **spatial** awareness. Furthermore, he couldn't do **simultaneous** activities because he had to make sure he was safe first.

He sat on the lawn. Suddenly, he realized that though he couldn't see, his other senses worked perfectly fine. In fact, he began to realize new and different **aspects** of common objects. For example, he took a flower **bud** and felt it with his finger. He realized for the first time that it seemed to be covered with **wax**.

His **hypothesis** about being blind was **disproved**. The **informative** experiment had an **imprint** on him. It showed him sight was an **asset** that should be appreciated and taught him to **revere** the talents of blind people.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Sam's class is going to study humanitarian efforts since the time of the Renaissance next week.

_____

2. ____ At first, Sam's hypothesis is that the assignment is going to be difficult.

_____

3. ____ When Sam goes into the kitchen, he reads a Braille newspaper.

_____

4. ____ Sam runs into the baker's rack on his way outside.

_____

5. ____ Without his sense of sight, Sam has better spatial awareness and can coordinate his movements more easily.

_____

PART B Answer the questions.

1. What was the premise of the experiment, according to Sam's teacher?

_____

_____

2. What did Sam realize when he couldn't specify where the voices were coming from?

_____

_____

3. Why wasn't Sam able to perform simultaneous activities?

_____

_____

4. What aspect of the flower bud did Sam notice after he realized all his other senses worked fine?

_____

_____

5. After Sam's theory was disproved, what was the impact the experiment had on him?

_____

_____

UNIT 15

Word List

accessory [æksésəri] *n.*

An **accessory** is a thing that is added to another thing to make it look better.

→ *The store sold colorful **accessories** like bags, sunglasses, and makeup.*

acquisition [ækwəzíʃən] *n.*

An **acquisition** is something that a person buys or gets in some way.

→ *Marty was happy with his new **acquisition**: a very fast bicycle.*

adequate [ædikwit] *adj.*

When something is **adequate**, it is good enough for something else.

→ *Without **adequate** notice of the road block, they will have to turn around.*

cardboard [ká:rdbɔ̀:rd] *n.*

Cardboard is a material made out of stiff paper. It is often used to make boxes.

→ *We packed our things into **cardboard** boxes and moved to our new home.*

dilemma [diléma] *n.*

A **dilemma** is a difficult situation in which a choice has to be made.

→ *Choosing either the tastier or healthier drink proved to be quite a **dilemma**.*

elaborate [ilæbərit] *adj.*

When something is **elaborate**, it contains a lot of details.

→ *She gave the teacher an **elaborate** explanation of her project.*

facilitate [fəsílətèit] *v.*

To **facilitate** something is to make it easier.

→ *To **facilitate** the meeting, Melissa used a simple computer program.*

fleet [fli:t] *n.*

A **fleet** is a group of ships.

→ *The **fleet** of ships spent a few days at the dock.*

grid [grid] *n.*

A **grid** is a pattern of squares with numbers and letters to find places on a map.

→ *We located our town using the **grid**.*

import [impɔ́:rt] *v.*

To **import** means to bring in a product from another country.

→ *Foods that have been **imported** are usually more expensive.*

infer [infə́:r] *v.*

To **infer** something is to decide it is true based on other information one has.

→ *By the position of the sun in the sky, she **inferred** that it was noon.*

inflate [inflèit] *v.*

To **inflate** something means to fill it up with air.

→ *I helped him **inflate** the balloons.*

innate [inèit] *adj.*

When something is **innate**, it is something that one is born with, it is not learned.

→ *He had the **innate** desire to please his teachers.*

marble [mɑ́:rbəl] *n.*

Marble is a type of rock that feels cold and is smooth when cut.

→ *The large house had floors made of **marble**.*

mast [mæst] *n.*

A **mast** is a long pole on a ship that holds the sail.

→ *The **mast** held both sails of the ship upright.*

nausea [nɔ́:ziə] *n.*

Nausea is the feeling of being sick to your stomach.

→ *The doctor said the medicine would help get rid of her **nausea**.*

naval [nèivəl] *adj.*

When something is **naval**, it relates to a country's navy or military ships.

→ *The country sent all of its **naval** forces to protect them.*

pouch [pautʃ] *n.*

A **pouch** is a small, flexible bag that is usually made of cloth.

→ *I keep my money in a small **pouch**.*

saturated [sætʃərèitid] *adj.*

If something is **saturated**, it is completely wet.

→ *Leigh's hair became **saturated** in the rain storm.*

update [ʌpdèit] *n.*

An **update** is an act of making something more modern.

→ *I'm doing an **update** on my personal phone directory.*

Exercise 1

Choose the answer that best fits the question.

1. What is marble often used to for?
   a. To make cars
   b. To make boats
   c. To make statues
   d. To make fires

2. Accessories like earrings, purses, and _____ often make clothes look nicer.
   a. computers
   b. shoes
   c. eye color
   d. muscles

3. What does it mean to update something?
   a. To put away
   b. To leave as it is
   c. To make more modern
   d. To break

4. What is something that should not be imported?
   a. Fruits
   b. Shoes
   c. Ideas
   d. Diseases

5. Naval forces are designed to _____ a country from danger.
   a. protect
   b. fly
   c. incorporate
   d. lead

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

adequate	fleet	inflated	inferred	mast
innate	pouch	saturated	facilitate	update

The equipment in the school was so old that Isla 1_____ that it would not be 2_____ for students to use.

Marilyn had a(n) 3_____ love for education.
She read many books to 4_____ her learning.

Larry took a pen out of the 5_____ in his backpack and used it to 6_____ the information on the form.

The 7_____ was used to being out at sea.
As a result, they didn't mind having their clothes 8_____ with sea water.

After the fire, nothing was left of the ship except for its tall 9_____.
Soon, the sailors 10_____ a rescue boat and sailed to safety.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. adequate
   a. smart b. enough c. new d. safe
2. facilitate
   a. to make easier b. to do first c. to try once d. to find out
3. elaborate
   a. beautiful b. small c. detailed d. welcoming
4. dilemma
   a. two parts b. contradiction c. problem d. rescue
5. inflate
   a. to fill with air b. to enter c. to put away d. to utilize
6. innate
   a. strong b. natural c. evil d. full
7. saturated
   a. wet b. likely c. uncommon d. unable to change
8. pouch
   a. a costume b. an animal c. a bag d. a part
9. nausea
   a. improvement b. strength c. lost d. sickness
10. fleet
    a. shipbuilder b. structure c. group d. underwater

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The *cardboard* box was made from a tough metal.
2. ____ The man had an *acquisition* for being mean to the people that he met.
3. ____ The man helped the old woman *infer* the large object on the shelf.
4. ____ We used the *grid* on the map to help us locate the museum.
5. ____ The painting was *elaborate*. The artist paid attention to every detail.

The Big Ship

Ernest looked at his **fleet** of ships. Usually, he used them for his firm, which **imported** **marble** statues from other countries. But today he was going fishing. And the ship he chose was his favorite. It had an **elaborate** painting on the side that showed a **naval** battle. It also had some new **updates** to its computer system. His favorite ship's latest **acquisition** was a device with a small **grid** to show the ship's exact location. This new **accessory** kept Ernest from getting lost.

At daybreak, Ernest happily sailed the temperate waters until he was far from land. Then he saw a small boat in the distance. There was an old man standing next to its **mast**. He was waving his arms in the air. There was also a boy with his head hanging over the boat's edge. Ernest **inferred** that the boy was suffering from **nausea**. Both of their clothes were **saturated** with sea water. Ernest assumed that they were in trouble. Most people never realized, but Ernest had an **innate** desire to help people. He began sailing toward them, eager to **facilitate** their rescue and thus solve their **dilemma**.

As he got closer to the boat, he was shocked by its simplicity. The boat's wood looked no stronger than **cardboard**, and the equipment was old. Still, there were several large fish in a **pouch** in the boat.

Ernest threw a large package onto the boat. He yelled, "Here! You can **inflate** this boat to get you back to land."

"Get out of here!" screamed the old man.

Ernest was confused. "Don't you need help?" he asked. "Your ship doesn't seem **adequate** enough to sail so far away from land."

"You've just scared away a huge fish," the boy said. "We waved to let you know you were too close to us."

Ernest turned around and headed home. He learned that it's better not to help unless asked to. Otherwise, you might not help anyone at all.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Ernest usually used his fleet for his firm that imported marble statues from other countries.

_____

2. ____ His favorite ship had updated accessories like a new grid.

_____

3. ____ When Ernest saw the old man standing next to the mast, he decided to go home.

_____

4. ____ Ernest offered the man and the boy a boat that inflates to facilitate their rescue.

_____

5. ____ Ernest had the innate desire to make a lot of money.

_____

PART B Answer the questions.

1. What was on the side of Ernest's favorite ship?

_____

_____

2. How does the author describe the clothes of the people in the boat?

_____

_____

3. What did Ernest think was wrong with the boy?

_____

_____

4. Where did the people in the small boat keep their fish?

_____

_____

5. What did Ernest learn at the end of the story?

_____

_____

UNIT 16

Word List

addict [ædikt] *n.*

An **addict** is a person who cannot stop doing or having something.

→ *She was a coffee **addict**. She had more than three cups each day.*

archeological [à:rkiəlάdʒikəl] *adj.*

When something is **archeological**, it relates to archeology.

→ *They found **archeological** evidence that proved an ancient species of man.*

archeology [à:rkiάlədʒi] *n.*

Archeology is the study of ancient people through their artifacts.

→ *He studied **archeology** to learn more about ancient Egyptian culture.*

brainstorm [bréinstɔ̀:rm] *v.*

To **brainstorm** is to have a lot of ideas about a certain topic.

→ *The students met after school to **brainstorm** ideas for their assignment.*

budget [bʌ́dʒit] *n.*

A **budget** is the amount of money available to spend on something.

→ *His **budget** for food was very tight.*

chaotic [keiάtik] *adj.*

When something is **chaotic**, it is crazy, confused, and hectic.

→ *The first day of school can be **chaotic** for a new student.*

cite [sait] *v.*

To **cite** something is to mention it as an example or as proof of something.

→ *She **cited** six reasons that the school needed to build new classrooms.*

correspond [kɔ̀:rəspάnd] *v.*

To **correspond** is to match or to be similar to something.

→ *The boy's story didn't **correspond** with his mother's version.*

courtyard [kɔ́:rtjɑ̀:rd] *n.*

A **courtyard** is an outdoor area that is surrounded by the walls of a building.

→ *During the summer, the **courtyard** is a nice place to have lunch.*

estate [istéit] *n.*

An **estate** is a large area of land owned by a family or organization.

→ *He lived on his father's **estate** in the country.*

fraud [frɔːd] *n.*

Fraud is the crime of gaining money by lying or by tricking people.

→ *Experts say that credit card **fraud** increases around the holidays.*

hydrogen [háidrədʒən] *n.*

Hydrogen is a gas that has no taste, color, or smell.

→ *Balloons filled with **hydrogen** can easily float away if you aren't careful.*

integrity [intégrəti] *n.*

Integrity is honesty and good morals.

→ *The principal had a lot of **integrity**.*

knit [nit] *v.*

To knit is to make fabric by connecting strings together.

→ *My grandmother **knitted** me a sweater.*

outlook [áutlùk] *n.*

An outlook is a person's opinion or way of thinking about something.

→ *He changed his **outlook** about rats after he read a book about them.*

parachute [pǽrəʃùːt] *n.*

A parachute is a device that helps people and things fall to the ground safely.

→ *They used **parachutes** dropped from airplanes to send supplies to the civilians.*

prehistoric [priːhistɔ́ːrik] *adj.*

When something is prehistoric, it is from a time when there was no written history.

→ *The scientists found **prehistoric** pots used by the people in the area.*

proponent [prəpóunənt] *n.*

A proponent is a person who supports an idea or a plan.

→ *He was a **proponent** of using environmentally friendly products.*

refine [rifáin] *v.*

To refine something is to make it better by making changes.

→ *The principal **refined** his method of controlling students over the years.*

restrict [ristríkt] *v.*

To restrict is to limit something and prevent it from getting bigger.

→ *The club **restricted** the amount of members.*

Exercise 1

Choose the answer that best fits the question.

1. Someone with integrity _____.
   a. invents new things
   b. tricks people
   c. lies
   d. is honest

2. What does a person with a good understanding of a budget take care of?
   a. Their safety
   b. Their possessions
   c. Their money
   d. Their pet

3. Which of the following might an archeological expert be interested in?
   a. Reading about ancient devices
   b. Studying the effects of height and speed
   c. Learning how to save lives
   d. Finding his car keys

4. What does it mean to be a parachute addict?
   a. To want to be on land
   b. To want to jump from a plane with a parachute
   c. To always ride in hot-air balloons
   d. To want to be at sea

5. In order to refine an invention, one has to _____.
   a. spend money on it
   b. make it better
   c. be ignorant
   d. know Italian

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The teacher held classes in the outdoor area surrounded by walls on warm days.

   _____

2. The airport is usually hectic on Saturdays because many people were traveling.

   _____

3. The teacher made sure the correct answers matched with the questions on the test.

   _____

4. The student gave an example from an interview she heard on the radio.

   _____

5. The victim of the crime of tricking told the police about her experience.

   _____

Exercise 3

Choose the one that is similar in meaning to the given word.

1. prehistoric
   a. large b. old c. upsetting d. under
2. outlook
   a. outside b. plan c. work d. viewpoint
3. proponent
   a. supporter b. teacher c. traveler d. scientist
4. estate
   a. gas b. property c. airplane d. evidence
5. brainstorm
   a. to come up with b. to read a lot c. to get wet d. to jump

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The farmer lived on a large *estate*. It was given to him by his father.
2. ____ The principal was a *proponent* of group learning. He wanted students to learn on their own.
3. ____ He wanted to *refine* the machine before he sold it. He spent three years improving it.
4. ____ The seat belt *restricted* the child's movement in the car. He was able to move a lot.
5. ____ After an accident in the laboratory, *hydrogen* filled the air. The gas was completely invisible.
6. ____ The boy had a different *outlook* than his brother. He thought that people should try to save the environment, but his brother thought it wasn't worth trying.
7. ____ The scientists found many *archeological* items in the desert. It would help them study modern societies.
8. ____ Brian *brainstormed* with his group. After an hour, they came up with a great idea.
9. ____ The people in the plane crash were saved by *parachutes*. They dropped safely to the ground using the device.
10. ____ Ellen wanted to learn how to *knit*. She wanted to save people from fires.
11. ____ The man was found guilty of *fraud*. He told people he was selling medicine, but it was only river water.
12. ____ The woman showed her *integrity* by lying to the police about her involvement in the crime.
13. ____ The chocolate *addict* ate chocolate bars about once a month.
14. ____ The *archeology* expert was called to study some ancient bones. They are thought to belong to dinosaurs.
15. ____ The children ran into the *courtyard* when it started raining. They didn't want to get wet.

The History of Parachutes

Scientists who study **archeology** say that there may be some evidence of **prehistoric parachutes**. But the first written history of the device comes from China about 2,100 years ago. Scientists **cite** an ancient book that describes parachutes. However, there is no **archeological** evidence that proves that an actual parachute was ever made. Later, people from northern Africa and Italy also had ideas about a similar invention. In fact, a Leonardo Da Vinci's drawing **corresponds** closely with the modern parachute design!

In 1783, French scientist Sebastian Lenormand invented the first modern parachute. Sebastian **brainstormed** with other scientists to come up with a way to help people jump safely out of burning buildings. He thought the solution was to give people an object to **restrict** their speed while they traveled toward the ground. Many people thought that he was up to some kind of **fraud**, but Sebastian had a lot of **integrity**. His **budget** was limited, so he first tested his theory by using two umbrellas. He jumped out of a tree and found that the umbrellas worked. Next, he **refined** his invention. Rather than using umbrellas, he **knit** a large parachute. Finally, he jumped off a tall building on a French **estate** and landed safely in the **courtyard**.

Sebastian's work gave another man an idea. Jean-Pierre Blanchard had a different **outlook** than Sebastian. He was a hot air balloon **addict**. He was one of the first people to ride in a hot air balloon powered by **hydrogen** gas. He was a **proponent** of using the parachutes to exit from hot air balloons. Starting in 1785, he used his dog to show that animals could land safely from hot air balloons by using parachutes. Then, in 1793, he was faced with a **chaotic** experience. The hot air balloon he was riding in burst and started to fall. He was forced to use a parachute himself. And much to his relief, it saved his life!

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Archeological evidence shows there were prehistoric parachutes in China.

_____

2. ____ Archeology experts cite an old Chinese book that describes a parachute that corresponds with modern parachutes.

_____

3. ____ Sebastian brainstormed with scientists to invent a device that would allow people to jump from buildings safely.

_____

4. ____ On Sebastian's first jump, he used a large blanket to restrict his speed as he traveled to the ground.

_____

5. ____ Jean-Pierre was a hot air balloon addict.

_____

PART B Answer the questions.

1. Why did Sebastian use umbrellas on his first jump?

_____

_____

2. What did Sebastian think that a parachute would do?

_____

_____

3. Where did Sebastian jump with the parachute he refined and knitted?

_____

_____

4. How was Jean-Pierre's outlook different from Sebastian?

_____

_____

5. Why did Jean-Pierre jump from his hot air balloon?

_____

_____

UNIT 17

Word List

attorney [ətə́ːrni] *n.*

An **attorney** is one who gives others advice about the law.

→ *The **attorney** appeared in front of the judge for me.*

chronic [krάnik] *adj.*

When something is **chronic**, it happens over and over again over time.

→ *He had **chronic** pain in his chest and needed to see a doctor.*

discipline [disəplin] *n.*

Discipline is training that helps people follow the rules.

→ *One of the teacher's jobs is to teach her students **discipline**.*

donor [dóunər] *n.*

A **donor** is somebody who gives something to an organization.

→ *He was proud to be a blood **donor**.*

fellow [félou] *n.*

A **fellow** is someone who shares a job or quality with someone else.

→ *All of my **fellow** patients at the hospital have also complained about the food.*

gossip [gάsip] *n.*

Gossip is information that might be untrue but is still discussed anyway.

→ *The friends exchanged **gossip** about the people they knew in school.*

graduate [grǽdʒuèit] *v.*

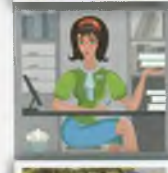
To **graduate** from a school means to complete and pass all courses of study there.

→ *At the end of the spring, my friends and I will **graduate** from high school.*

graffiti [grəfíːtiː] *n.*

Graffiti is words or drawings in public places.

→ *The wall was covered with colorful **graffiti**.*



guardian [gάːrdiən] *n.*

A **guardian** is someone who protects somebody or something.

→ *The librarians are the **guardians** of the books.*

implicate [ímpləkèit] *v.*

To **implicate** someone is to show that they have done a crime or something bad.

→ *The man was **implicated** in the theft at the store.*

kin [kin] *n.*

Kin is a person's family and relatives.

→ *His **kin** were all farmers.*

referee [rèfərí:] *n.*

A **referee** is a person who makes sure that the rules are followed in sports.

→ *The soccer player didn't agree with the **referee**.*

sever [sévə:r] *v.*

To **sever** something is to cut through it completely.

→ *He **severed** the string using scissors.*

shaft [ʃæft] *n.*

A **shaft** is a handle of a tool or weapon.

→ *The golf club had a long wooden **shaft** that he held in his hands.*

stab [stæb] *v.*

To **stab** means to cut someone or something with a sharp object like a knife.

→ *He **stabbed** the fork into the potato and passed it to his daughter.*

stimulus [stímjələs] *n.*

A **stimulus** is something that causes growth or activity.

→ *Having a lot of money is a **stimulus** for people to buy more things.*

suspicion [səspíʃən] *n.*

A **suspicion** is a feeling that something is possible or true in a crime.

→ *The police had a **suspicion** that the driver had stolen the purse.*

terminate [tə́:rmənèit] *v.*

To **terminate** something means to stop or end it.

→ *The trip was **terminated** after the car broke down.*

theme [θi:m] *n.*

A **theme** is the main subject of a book, movie, or painting.

→ *The students discussed the book's **theme** in class.*

tuition [tju:íʃən] *n.*

Tuition is the amount of money paid to go to a school.

→ *University **tuitions** have increased by fifty percent in the last five years.*

Exercise 1

Choose the answer that best fits the question.

1. Which is a place that you would graduate from?
   a. An island
   b. A school
   c. A house
   d. A party
2. Which of the following has a shaft?
   a. A calendar
   b. A keyboard
   c. A basketball
   d. A pool stick
3. What is one responsibility of a referee?
   a. To make sure a game is fair
   b. To stop crime
   c. To guard athletes
   d. To be a good parent
4. Why might somebody hire an attorney?
   a. To watch security tapes
   b. To pay for their bills
   c. To prove they didn't do a crime
   d. To help them decorate their home
5. How would you describe chronic pain?
   a. It hurts a lot.
   b. It hurts all the time.
   c. It hurts in the morning.
   d. It hurts only when it is cold.

Exercise 2

Choose the one that is similar in meaning to the given word.

1. kin
   a. relatives
   b. boxes
   c. friends
   d. principals
2. chronic
   a. useless
   b. unskilled
   c. constant
   d. again
3. attorney
   a. police officer
   b. lawyer
   c. teacher
   d. instructor
4. gossip
   a. plans
   b. an untrue talk
   c. culture
   d. evil
5. sever
   a. to watch
   b. to cut off
   c. to keep
   d. to hit
6. stab
   a. to cut
   b. to prove
   c. to get help
   d. to wonder
7. theme
   a. a book
   b. a preview
   c. a main idea
   d. a perspective
8. suspicion
   a. lunch money
   b. classes
   c. mistrust
   d. clothes
9. guardian
   a. a protector
   b. a judge
   c. intelligence
   d. truth
10. terminate
    a. to wait
    b. to end
    c. to destroy
    d. to hurt

Exercise 3

Fill in the blanks with the correct words from the word bank.

Word Bank

tuition	chronic	graffiti	discipline	gossip
terminate	stimulus	donor	graduated	implicated

Mr. Wilson 1._____ from the university over 15 years ago.
He has always been a generous 2._____ and wants to improve the school.

The university recently decreased its 3._____.
It was supposed to be a 4._____ for more students to study there.

Laurie was 5._____ in a terrible thing.
She was caught leaving 6._____ on the school wall.

Elliot had 7._____ problems at school.
His parents decided to show more 8._____.

Hannah was tired of hearing 9._____ about her neighbors.
She decided to 10._____ that behavior and think about better things.

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ I may not be able to go to college next year. I don't have enough money for *tuition*.
2. ____ The boy's parents didn't know how to control him. They taught him *discipline*.
3. ____ He was a *donor*. He received gifts from people all of the time.
4. ____ His new stove will be a *stimulus* for him to cook at home more often.
5. ____ Ellen didn't like the color of her walls, so she painted *graffiti* on them.
6. ____ Jason was *implicated* in the bank robbery. Several people saw him do it.
7. ____ Besides her parents, Olivia had no other *kin*. She only had one sister.
8. ____ The gardener picked up the tool by the *shaft*. It was easiest to hold that way.
9. ____ The man was sent to prison for *stabbing* someone. The person was hurt but survived.
10. ____ The *theme* of the book was forgiveness.
11. ____ Leslie's father is a policeman. He is a *guardian* of crime.
12. ____ I took a knife and *severed* the line from the pole to the fish's mouth.
13. ____ The food was being held on *suspicion* of committing two crimes in the city.
14. ____ I spoke to my *fellow* teachers, and we all agreed to support the students at the rally.
15. ____ The *referee* said the player had broken the rules.

"I Didn't Do It!"

Billy was in big trouble. The day before, a **donor** gave the school a painting with a sports **theme**. It showed a **referee** congratulating two athletes. The principal hung the painting in front of the office, hoping that it would be a **stimulus** for students to play sports. The next morning, however, the painting was destroyed. There was **graffiti** on it, and it had many holes in it. The worst part was that one of Billy's **fellow** students said she thought she saw Billy do it!

But Billy didn't do it. The principal called Billy's parents and said, "Billy won't tell us the truth. He's a **chronic** liar, and he ruined the painting. If you don't pay for it, we'll **terminate** his education here."

Billy's parents didn't have enough money to pay for the painting and for his **tuition**. But Billy's parents had an idea. That afternoon, they went to see Mr. Meyers, an **attorney**.

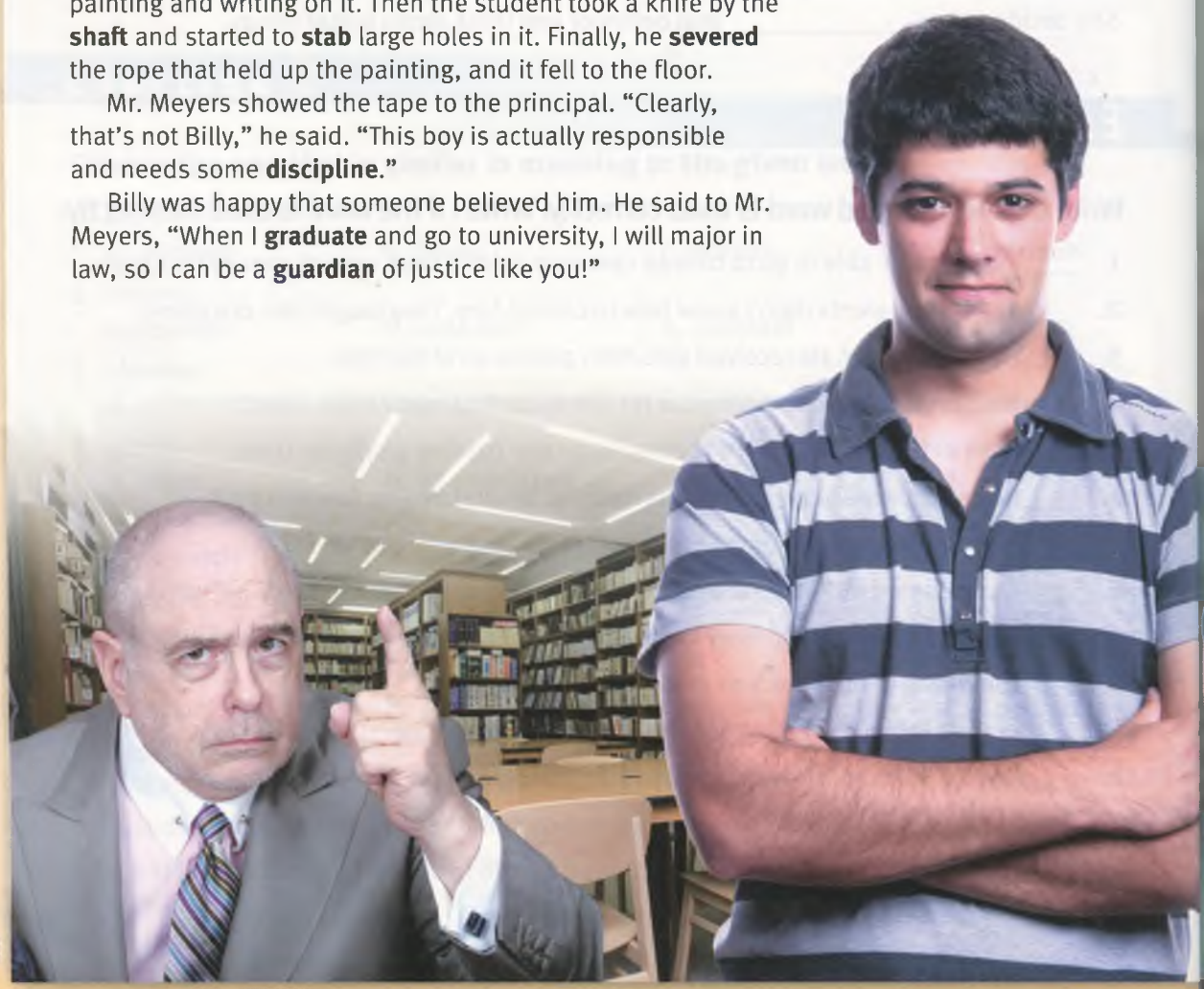
"Mr. Meyers, my son has been **implicated** in a crime he says he didn't do," Billy's father said. "Everybody believes the **gossip**. Even some of our own **kin** think he did it!"

"I believe you. My **suspicion** is that the tape from the security cameras will show who really did it," said Mr. Meyers.

The next day, Mr. Meyers received a packet with the videotape from the school. It showed another student who resembled Billy walking up to the painting and writing on it. Then the student took a knife by the **shaft** and started to **stab** large holes in it. Finally, he **severed** the rope that held up the painting, and it fell to the floor.

Mr. Meyers showed the tape to the principal. "Clearly, that's not Billy," he said. "This boy is actually responsible and needs some **discipline**."

Billy was happy that someone believed him. He said to Mr. Meyers, "When I **graduate** and go to university, I will major in law, so I can be a **guardian** of justice like you!"



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ A donor gave the school a painting with a sports theme as a stimulus for students to play sports.

_____

2. ____ The painting showed a referee congratulating two athletes.

_____

3. ____ Billy was implicated in the crime because a fellow student received a packet with a videotape showing him doing it.

_____

4. ____ Everybody gossiped about Billy, and even some of our kin think he did it.

_____

5. ____ The principal threatened to terminate Billy's education if his parents didn't pay his tuition.

_____

PART B Answer the questions.

1. What did the principal say about Billy?

_____

_____

2. What was Mr. Meyers' suspicion?

_____

_____

3. What did the videotape show?

_____

_____

4. What did the attorney suggest to the principal about the boy responsible for the crime?

_____

_____

5. Why did Billy say he wanted his major to be law when he went to university?

_____

_____

UNIT 18

Word List

aggressive [əgrésiv] *adj.*

If someone is **aggressive,** then they constantly want to fight.

→ *Nobody liked to play games with him because he was always too **aggressive**.*

amnesty [ǽmnəsti] *n.*

Amnesty is a pardon given to prisoners of war.

→ *She was denied **amnesty** for her involvement in the war.*

arena [əríːnə] *n.*

An **arena** is a building where people can watch sports and concerts.

→ *The new **arena** was all set to hold the championship match.*

auditorium [ɔ̀ːditɔ́ːriəm] *n.*

An **auditorium** is a large building used for public events.

→ *People have gathered at the school **auditorium** to watch the play.*

captive [kǽptiv] *n.*

A **captive** is a prisoner.

→ *The guards told the **captive** that there was no way he could escape the prison.*

combat [kámbæt] *n.*

Combat is fighting between two people or groups.

→ *The two warriors were locked in **combat**.*

commonplace [kámənplèis] *adj.*

If something is **commonplace,** then it is ordinary.

→ *There is nothing **commonplace** about the way Morris dresses.*

compound [kámpaund] *n.*

A **compound** is an enclosed area such as a prison or factory.

→ *The workers waited outside the **compound** for the gates to the factory to open.*

corps [kɔːr] *n.*

A **corps** is a division of a military force.

→ *The army had a **corps** of archers who trained apart from the regular soldiers.*

distract [distrǽkt] *v.*

To **distract** someone means to stop them from concentrating on something.

→ *The phone call **distracted** him so much that he forgot all about his homework.*

dumb [dʌm] *adj.*

If someone is **dumb**, they are unable to speak.

→ *She did not share the secret. She remained silent as if she were **dumb**.*

foe [fou] *n.*

A **foe** is an enemy or opponent.

→ *It was hard to believe that anyone could be his **foe**.*

hack [hæk] *v.*

To **hack** something means to cut it into uneven pieces.

→ *My uncle used the ax to **hack** the tree into many logs.*

meditate [médətèit] *v.*

To **meditate** means to focus or think deeply in silence.

→ *She liked to **meditate** for several hours of each day.*

nick [nik] *v.*

To **nick** someone means to cut them slightly with a sharp object.

→ *While cutting the carrots, the cook **nicked** his finger with the edge of his knife.*

provoke [prəvóuk] *v.*

To **provoke** someone means to annoy them on purpose to cause violence.

→ *The older boy **provoked** Paul by calling him mean names.*

realm [relm] *n.*

A **realm** is any area of activity or interest.

→ *He was not very active in the **realm** of business.*

reign [rein] *n.*

A **reign** is the period of time in which a ruler rules.

→ *The emperor's **reign** lasted for only two years.*

rust [rʌst] *n.*

Rust is a red and brown coating on iron objects caused by water and air.

→ *The old metal gate would not swing because the hinges were covered in **rust**.*

sacred [séikrid] *adj.*

If something is **sacred**, then it is worshipped and respected.

→ *One religion in India will not harm cows because it believes that they are **sacred**.*

Exercise 1

Choose the answer that best fits the question.

1. Who would most likely serve in a corps?
   a. A teacher b. A baby c. A minister d. A soldier
2. What would you find near a compound?
   a. A fence b. A napkin
   c. A parade d. A computer program
3. Which would you most likely see in an auditorium?
   a. A shark b. A river c. A crowd d. Birds
4. Who would most likely be involved in combat?
   a. A warrior b. A teacher c. A swimmer d. A dancer
5. Which of the following is a dumb thing to do?
   a. To go swimming b. To chop wood
   c. To play with matches d. To trim your fingernails

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. foe
   a. shovel b. friend c. room d. thumb
2. amnesty
   a. education b. prison c. energy d. highway
3. combat
   a. peace b. brush c. carpet d. bird
4. sacred
   a. brave b. better c. evil d. warm
5. distract
   a. increase b. pretend c. return d. focus
6. dumb
   a. kind b. wrong c. loud d. hurt
7. commonplace
   a. unusual b. fresh c. pleasant d. actual
8. hack
   a. mend b. sneeze c. blame d. dig
9. aggressive
   a. smart b. tall c. calm d. young
10. provoke
    a. mash b. burn c. tire d. soothe

Exercise 3

Choose the one that is similar in meaning to the given word.

1. realm
   a. lunch b. area c. gown d. idea
2. auditorium
   a. market b. assembly hall c. music d. present
3. rust
   a. morning b. speed c. truth d. decay
4. corps
   a. basin b. troop c. pace d. image
5. meditate
   a. think b. bake c. swim d. sweep
6. compound
   a. garbage b. pasture c. kilogram d. camp
7. reign
   a. bath b. snow c. rule d. chalk
8. arena
   a. stadium b. boulder c. camera d. believable
9. nick
   a. scratch b. choice c. grain d. glove
10. captive
    a. challenge b. motor c. prisoner d. ticket

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The *arena* was filled with adoring fans.
2. ____ The wooden fence was covered in a thick layer of *rust*.
3. ____ His *reign* only lasted three years before he became sick and passed away.
4. ____ You will like Jack. You both have so much *commonplace* together.
5. ____ Her perfume was too strong. I was *distracted* by it during the meeting.

The Soldier's Decision

A soldier was captured while fighting in an enemy king's land. It was well known that this king would make **captives** fight one another. This was **commonplace** during his **reign**. For these fights, the king had built several large **arenas**. He often awarded the winners by setting them free or even having them join his elite army **corps**.

The soldier, however, decided he had seen too much violence. He now felt that all life was **sacred**. The night before his first match, he made a risky decision. He decided that he would not engage in **combat**. He knew he may never be set free, but it was a decision that he was willing to accept.

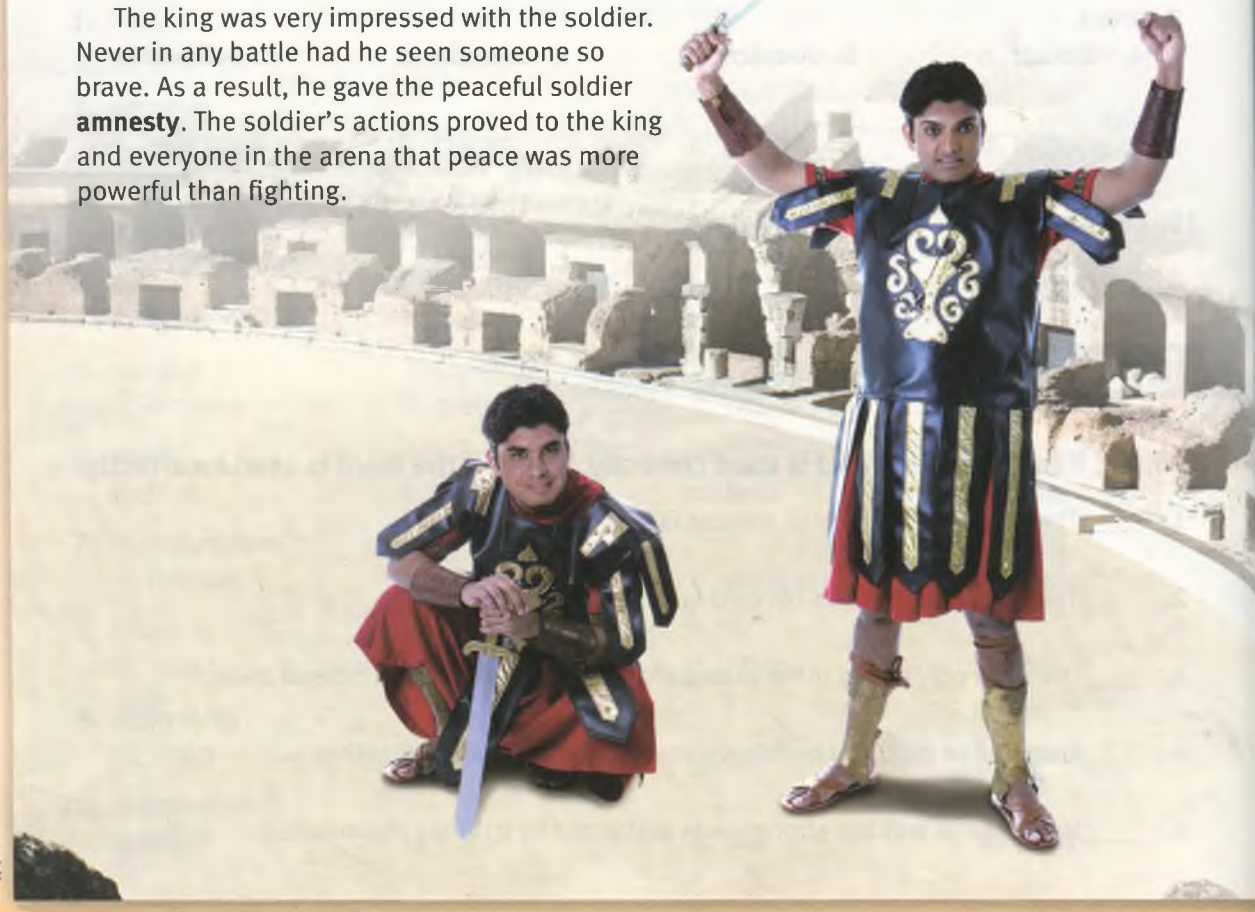
In the morning, he was led from the prisoners' **compound** to one of the king's arenas. A gate coated in **rust** stood between him and the **auditorium**'s floor. He was worried, but he knew what he had to do.

When the gate opened, he calmly walked to the center of the arena and sat. He started to **meditate**. His **foe** Darius, who was skilled in the **realm** of sword fighting and was typically not very **aggressive**, would not fight the quiet soldier until he attacked Darius first.

Darius tried to **provoke** him by **hacking** at the air close to his head with his sword. But the soldier was not **distracted**. He sat quietly, as if he were **dumb**, and looked calmly up at the sky. Even when Darius **nicked** him on the cheek with the edge of his sword, the soldier did not move.

At last he threw down his sword and shield and gave up. "I can't fight someone who refuses to fight me!" Darius shouted to the king.

The king was very impressed with the soldier. Never in any battle had he seen someone so brave. As a result, he gave the peaceful soldier **amnesty**. The soldier's actions proved to the king and everyone in the arena that peace was more powerful than fighting.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The gate between the soldier and the auditorium was coated with rust.

_____

2. ____ The prisoner was led from the arena to the compound.

_____

3. ____ While he meditated, the soldier was distracted by his opponent.

_____

4. ____ The king gave the brave soldier amnesty and made him join his elite army corps.

_____

5. ____ The quiet soldier felt that all life was sacred.

_____

PART B Answer the questions.

1. Why did the captive seem like he was dumb?

_____

_____

2. What was commonplace during the reign of the enemy king?

_____

_____

3. In what realm did the soldier's opponent Darius have skill?

_____

_____

4. Where did the soldier get nicked by his opponent?

_____

_____

5. What did the quiet soldier prove by refusing to engage his foe in combat?

_____

_____

UNIT 19

Word List

accordingly [əkɔ́:rdiŋli] *adv.*

If someone acts **accordingly,** they act in a way that is suitable.

→ *He feels like he did a good job, and his boss should pay him **accordingly**.*

anchor [ǽŋkər] *n.*

An **anchor** is a heavy object dropped from a boat to make it stay in one place.

→ *When the ship reached its destination, the crew dropped the **anchor**.*

buoy [bú:i] *n.*

A **buoy** is a floating sign that warns boats of dangerous areas.

→ *Don't steer the boat near those **buoys**. There are rocks underneath the water.*

catastrophe [kətǽstrəfi] *n.*

A **catastrophe** is an unexpected event that causes great suffering or damage.

→ *It was a **catastrophe** for my family when my dad lost his job.*

context [kɑ́ntekst] *n.*

Context is the situations that form the background of an event.

→ *They studied the **context** of the battle before giving their presentation.*

designate [dézigneit] *v.*

To **designate** someone or something means to give them a particular description.

→ *The famous lighthouse was **designated** a historical monument.*

distort [distɔ́:rt] *v.*

To **distort** something means to lie about it.

→ *His lawyer **distorted** the facts so that he would be set free.*

dock [dɑk] *n.*

A **dock** is an enclosed area where ships go to be loaded, unloaded, and repaired.

→ *The huge ship pulled into the **dock**, and the crew unloaded the cargo.*

fore [fɔ:r] *n.*

The **fore** of something is the front part of it.

→ *The teacher's desk is at the **fore** of the classroom.*

frequent [frí:kwənt] *adj.*

If something is **frequent,** then it happens or is done often.

→ *While Dad was sick, the doctor made **frequent** visits to his house.*

genuine [dʒénjuin] *adj.*

When something is **genuine**, it is true or real.

→ *After the painting was determined to be **genuine**, it sold for a million dollars.*

grease [gri:s] *n.*

Grease is an oily substance put on moving parts, so they work smoothly.

→ *When I was done working on the car, I had **grease** all over my hands.*

intricate [íntrəkit] *adj.*

When something is **intricate**, it has many small parts or details.

→ *The **intricate** painting on the quilt was very lovely.*

offset [ɔ́:fsèt] *v.*

To **offset** means to use one thing to cancel out the effect of another thing.

→ *Increased wages are **offset** by higher prices for goods.*

overlap [òuvərlǽp] *v.*

To **overlap** something means to cover a piece of it.

→ *The gift on top **overlaps** the other gift on the bottom.*

precipitate [prisípətèit] *v.*

To **precipitate** an event means to cause it to happen sooner than normal.

→ *The violent attack **precipitated** an all-out war.*

secondhand [sékəndhǽnd] *adj.*

When something is **secondhand**, it has been owned by someone else.

→ *Her **secondhand** jeans were a bit faded in the front.*

slot [slɑt] *n.*

A **slot** is a narrow opening in a machine or container.

→ *To operate the machine, put your coins into the **slot**.*

submerge [səbmə́:rdʒ] *v.*

To **submerge** something means to put it below the surface of a liquid.

→ *The whale **submerged** its huge body into the ocean.*

tactic [tǽktik] *n.*

A **tactic** is a careful plan to achieve something.

→ *Sam thought of a good **tactic** in order to attract more business.*

Exercise 1

Choose the answer that best fits the question.

1. Which person uses an anchor?
   a. A mailman b. A sailor c. A writer d. A priest
2. If your jacket is made of genuine leather, it _____.
   a. is not expensive b. falls apart easily c. is real leather d. it is alive
3. What might precipitate a fight?
   a. Taking a nap b. Sharing lunch c. Doing homework d. Name calling
4. Where would you most likely see a buoy?
   a. On the ocean b. On the street c. At the store d. In an airplane
5. If a problem is frequent, then it happens _____.
   a. several times b. only once c. almost never d. in the afternoon

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. I buy most of my clothes <u>once owned</u>.

   _____

2. The <u>enclosed area in the harbor for loading ships</u> is very busy this time of day.

   _____

3. Be sure not to <u>lie about</u> the facts about the crime. The police need to know everything in order to help us.

   _____

4. The women sat on the <u>front part</u> of the ship and enjoyed the warm sun.

   _____

5. I have to add a stop to our trip, so adjust your plans <u>in a way that depends on the situation</u>.

   _____

6. To understand this show, you have to know the <u>general situation that relates to it</u>.

   _____

7. The new sewing machine was <u>made up of many small parts and details</u>.

   _____

8. Let's hope that our plans do not <u>have a part of one occupying the space of the other</u>.

   _____

9. The city has decided to <u>give a particular description of</u> this area as a non-smoking zone.

   _____

10. I think the gears need a little more <u>oily substance used to make parts work smoothly</u>.

    _____

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The key fit perfectly in the *slot*.
2. ____ Jackets help to *offset* the effect of a cold wind.
3. ____ I need to *distort* my homework if I'm going to get it turned in by tomorrow.
4. ____ The parade was a *catastrophe*. It went smoothly, and everyone had a great time.
5. ____ They had to water the tree four times a day. It was a *frequent* chore.
6. ____ The *intricate* bench was just a large, unpainted piece of wood.
7. ____ The weather *precipitates* a great weekend.
8. ____ We walked to the *docks* to watch ships pull in and out.
9. ____ The lion *submerged* out of the bushes and attacked its prey.
10. ____ The *secondhand* book was brand new. I was the first to read it.
11. ____ She was noted for creating some imaginative *tactics* to claim victory.
12. ____ The guide asked us to be very quiet, so we acted *accordingly*.
13. ____ The chef arranged the slices of bread so that they *overlapped* each other.
14. ____ We knew from the beginning that the *genuine* man was not who he claimed to be.
15. ____ The *buoy* over there warns ships that the water is too shallow.
16. ____ We stood at the *fore* of the ship. At the front we could see where we were going.
17. ____ The *grease* made it easy to find a good parking spot.
18. ____ The fireman who saved the family was *designated* the "hero of the month."
19. ____ Check the *context* for spelling errors before you turn it in to the teacher.
20. ____ This looks like a good place to drop the boat's *anchor* and relax in the sun.

Jane's Pride

Jane and her father, Mike, owned a **secondhand** boat. They called it "High Hopes." The two loved to spend time together on the ocean and would often go on long fishing trips.

Mike taught Jane how to perform important tasks. Jane learned how to steer the boat and adjust the sails. She learned how to put **grease** on the **intricate** gears of the motor. She learned how to **submerge** the **anchor** and secure it by putting a rope in a **slot**. Jane liked helping her father, but she thought that she wasn't very good at it. Sometimes, she omitted important steps and made **frequent** mistakes. Jane thought she wasn't capable of manual labor.

Mike wanted to prove to her that she was indeed capable and important. He thought of a **tactic** to test Jane's skills in the **context** of a **catastrophe**. He hid under the deck and pretended to be trapped. He shouted, "Jane, I can't get out! You have to get back to the **dock** and find help!"

Jane began to panic. She thought she might make her usual mistakes, which would **precipitate** a disaster. However, she had to listen to her dad and act **accordingly**. She pulled up the anchor with all of her might. She remembered to **overlap** the sails to **offset** the wind. She steered the boat around **buoys** where the water was shallow. When they got to shore, Mike came out from under the deck.

Jane said, "I thought you were trapped!"

Mike laughed. He said, "It wasn't a **genuine** emergency. I **distorted** the truth to test your abilities. Look at what a great job you did getting the boat home safely! I knew you could do it."

To honor his daughter, Mike decided to rename his boat. He **designated** it "Jane's Pride" and painted the name on the **fore** of the ship. Jane finally had something to be proud of.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Jane thought she would precipitate a disaster if she omitted her frequent mistakes.

_____

2. ____ Jane submerged the anchor and secured it by putting a rope in a slot.

_____

3. ____ Jane put grease on the intricate buoy.

_____

4. ____ Mike thought of a tactic to test Jane's skills in the context of a catastrophe.

_____

5. ____ Mike designated the secondhand boat "Jane's Pride."

_____

PART B Answer the questions.

1. Where did Jane have to steer the boat to find help?

_____

_____

2. What was the first thing Jane did after she decided to listen to her dad and act accordingly?

_____

_____

3. On which part of the boat did they paint the name?

_____

_____

4. When Jane overlapped the sails, what was she trying to offset?

_____

_____

5. What was the purpose of Mike deceiving his daughter?

_____

_____

UNIT 20

Word List

aggregate [ǽgrəgit] *adj.*

When a number is **aggregate,** it is made up of smaller amounts added together.

→ *The company totaled its **aggregate** sales for the entire year.*

antibiotic [æ̀ntibaiátik] *n.*

An **antibiotic** is a medical drug used to kill bacteria and treat infections.

→ *The doctor gave me a shot of an **antibiotic** when I got the flu.*

circuit [sə́:rkit] *n.*

A **circuit** is a piece of an electronic device that allows electricity to flow.

→ *Be very careful not to shock yourself when fixing an electrical **circuit.***

complement [kámpləmènt] *v.*

To **complement** something or someone is to make them better.

→ *The wool scarf **complemented** her lovely eyes.*

compress [kəmprés] *v.*

To **compress** something means to press or squeeze it so that it takes up less space.

→ *I **compressed** my clothes to fit into a single suitcase.*

database [déitəbèis] *n.*

A **database** is a collection of data that is stored in a computer.

→ *The company has a **database** of all the names and accounts of their customers.*

equivalent [ikwívələnt] *n.*

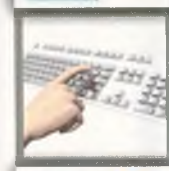
An **equivalent** is an amount or value that is the same as another amount or value.

→ *I worked the **equivalent** of sixty hours this week.*

immune [imjú:n] *adj.*

When someone is **immune** to a disease, they cannot be affected by it.

→ *Children usually get shots to make them **immune** to certain diseases.*



input [ínpùt] *n.*

Input is information that is put into a computer.

→ *Type the **input** into the computer program.*

intimate [íntəmit] *adj.*

When a relationship is **intimate,** the two things are very closely connected.

→ *I only tell my secrets to my most **intimate** friends.*

magnet [mǽgnit] *n.*

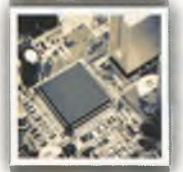
A **magnet** is a piece of iron or other material which attracts iron toward it.

→ *I used a **magnet** to pick up the nails that were scattered on the floor.*

metabolism [mətǽbəlizəm] *n.*

A person's **metabolism** is the way chemical processes in their body use energy.

→ *If you exercise every day, your **metabolism** speeds up.*



microchip [máikroutʃip] *n.*

A **microchip** is a small device inside a computer that holds information.

→ *I can put more data on my computer if I buy a more powerful **microchip**.*

phase [feiz] *n.*

A **phase** is a stage in a process or the gradual development of something.

→ *The first **phase** in the recycling project involves finding volunteers to help out.*

pinch [pintʃ] *v.*

To **pinch** means to take a piece of skin between one's fingers and squeeze.

→ *I **pinched** my nose, so I couldn't smell the odor from the garbage.*

prevalent [prévələnt] *adj.*

When something is **prevalent**, it is common.

→ *Growing a beard is more **prevalent** behavior in men than women.*

quantum [kwántəm] *adj.*

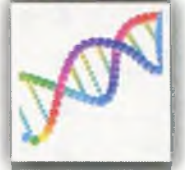
When something is **quantum**, it relates to the behavior of atomic particles.

→ *The physics student studied **quantum** mechanics.*

ratio [réiʃou] *n.*

A **ratio** is a relationship between two things expressed in numbers or amounts.

→ *The boy to girl **ratio** is one to three.*



spiral [spáiərəl] *n.*

A **spiral** is a shape which winds round and round in a larger and larger circle.

→ *A strand of DNA looks like two interlocking **spirals**.*

viral [váiərəl] *adj.*

When something is **viral**, it is a disease or infection that is caused by a virus.

→ *The girl was in bed for a week when she had a **viral** infection.*

Exercise 1

Choose the answer that best fits the question.

1. Where would you find a microchip?
   a. In a salad
   b. In a laptop
   c. In a chair
   d. In your dog

2. What is found at a quantum level?
   a. A comet
   b. Atomic particles
   c. A scale
   d. Biological theories

3. What does a magnet attract?
   a. Metal
   b. Trees
   c. Water
   d. Plastic

4. What is an example of a ratio?
   a. Rough to smooth
   b. Cat to dog
   c. Two to one
   d. Black and white

5. What is the equivalent of 60 minutes?
   a. One hour
   b. 30 minutes
   c. One day
   d. One century

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

spiral	database	prevalent	antibiotic	immune
input	ratio	viral	phase	magnet

The doctors just found out that the infection is 1_____.
Since a virus is not a bacteria, it cannot be treated with a(n) 2_____.

He looked at the information that was stored in the 3_____.
After comparing the data, he expressed the results in a 4_____.

The process of building the house is in the final 5_____.
The last step is putting in a staircase in the shape of a 6_____.

We learned what metals are attracted to a 7_____.
We fed our results into the computer as 8_____.

In this country, polio is not 9_____.
It is highly uncommon because most people are 10_____ thanks to vaccines.

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. Walking was the most common form of transportation in the big city.
   _____
2. We are now ready to begin the first particular stage in the process.
   _____
3. Do the doctors know if the condition is a disease caused by a virus?
   _____
4. Some people don't believe in taking drugs used to treat infections.
   _____
5. We were offered a bottle of sparkling cider to go well with our meal.
   _____
6. I seem to have lost some of the information that is put into a computer.
   _____
7. I wish they wouldn't store personal information in the collection of data in the computer.
   _____
8. His grandmother loves to take a piece of skin and squeeze his cheeks.
   _____
9. I don't really understand my body's way that chemical processes cause food to be used.
   _____
10. A spring looks like a shape which winds round and round.
    _____

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The *microchip* was damaged when she spilled water on the computer.
2. ____ *Quantum* mechanics deals with planets and stars.
3. ____ People with fast *metabolisms* are usually thin and in good shape.
4. ____ I *compressed* the sponge into a little ball.
5. ____ You should *pinch* your homework if you want to get it turned in on time.
6. ____ I was amazed by the *aggregate* total of donated gifts and money.
7. ____ The children played all day on the *circuit*.
8. ____ Dressing and pepper *complemented* the tasty salad.
9. ____ *Intimate* friends should not tell lies about each other.
10. ____ This tuba is the *equivalent* of a set of drums.

Microchips

The bond between humans and computers is becoming more **intimate** than ever before. Scientists are now putting **microchips** inside people's bodies. They are made up of **compressed** electrical **circuits** that can detect and record data about the body. They are tiny, but they hold the **equivalent** amount of data as most computers.

A microchip is put to use inside a person with a simple procedure. First, a doctor must put data about the patient onto a chip. **Input** about the person's age, race, gender, and medical history is stored on the chip. The second **phase** of the process involves putting it in the person's skin. The doctor **pinches** a piece of skin and cuts a tiny hole with a tool shaped like a **spiral**. The chip is inserted, and the skin is allowed to heal. At last, it begins the task of putting data into its **database**.

Microchips scan the patient's body to record what is happening on the **quantum** level. They can find problems with the person's **metabolism** and organs. They can also detect **viral** infections. They can find the **aggregate** number of **immune** and infected cells and present the results in a **ratio**. They can even tell doctors what type of **antibiotic** to give to the patient!

To recover the chip's data, the doctor uses a special **magnet** that copies it. This way, the doctor can put the information from the chip onto a computer. Then they can find out exactly what is wrong with the person.

The idea of putting chips in humans is still very new. However, it is now becoming more **prevalent**. Scientists and doctors are hopeful about the future uses of microchips. Someday, all new babies might get a microchip soon after they are born. Doctors will be able to know about any problems from the very beginning. It is obvious that medicine and computers **complement** each other well.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Microchips are made up of compressed electrical circuits.

_____

2. ____ Chips express the aggregate number of immune and intimate cells in a ratio.

_____

3. ____ Chips detect viral infections and problems with people's metabolism.

_____

4. ____ A doctor pinches the skin and cuts a hole with a tool shaped like a spiral.

_____

5. ____ Putting antibiotics in humans is becoming more prevalent.

_____

PART B Answer the questions.

1. What does the doctor's special magnet do?

_____

_____

2. What holds the equivalent amount of storage as most computers?

_____

_____

3. After the input is stored on the chip, what is the next phase of the process?

_____

_____

4. What do microchips do to record what is happening on the quantum level?

_____

_____

5. What complements each other, according to the passage?

_____

_____

UNIT 21

Word List

astounded [əstáundid] *adj.*

If you are **astounded,** you are very surprised.

→ *I was **astounded** that Monica won the art competition.*

attribute [ætribjù:t] *n.*

An **attribute** is a characteristic of a person or thing.

→ *He isn't very clever, but he does have some other positive **attributes**.*

bilingual [bailíŋgwəl] *adj.*

If someone is **bilingual,** then they can speak two languages.

→ *Since you already know English, after learning French you'll be **bilingual**.*

clone [kloun] *n.*

A **clone** is an identical copy of a living creature.

→ *Scientists recently made a **clone** of a sheep.*

colloquial [kəlóukwiəl] *adj.*

Colloquial describes informal words that are more suitable for speech than writing.

→ *I find it difficult to understand people if they use **colloquial** language.*

cosmetics [kɑzmétiks] *n.*

Cosmetics are substances that make the face and skin more beautiful.

→ *Girls often look nicer when they don't use so many **cosmetics**.*

dash [dæʃ] *v.*

To **dash** means to run or move quickly.

→ *Helen **dashed** up the stairs, so she wouldn't be late for her appointment.*

disgust [disgʌ́st] *n.*

Disgust is a feeling of distaste and anger caused by something rude or unpleasant.

→ *He felt **disgust** toward his date because she had such terrible eating habits.*

fluorescent [flùərésnt] *adj.*

If something is **fluorescent,** it is such a bright color that it seems to give off light.

→ *She highlighted the key words in the document with a **fluorescent** yellow pen.*

furious [fjúəriəs] *adj.*

If you are **furious,** you are extremely angry.

→ *My father was **furious** when he read my bad school report.*

gulf [gʌlf] *n.*

A **gulf** is a gap between people who do not understand each other.

→ *There has been a **gulf** between James and Tony since their parents died.*

humanities [hju:mænətiz] *n.*

Humanities are subjects which analyze human ideas, such as history and literature.

→ *Jennifer has always been more interested in **humanities** than science.*

knot [nɑt] *n.*

A **knot** is made when you tie the ends of rope or cord together.

→ *He tied a **knot** in his shoelaces, so they wouldn't come off during the race.*

linguist [liŋgwist] *n.*

A **linguist** is someone who studies languages.

→ *Tony is a good **linguist** and speaks four different languages.*

participant [pɑ:rtisəpənt] *n.*

A **participant** is someone who joins in a social event or competition.

→ *There were thousands of **participants** in this year's marathon.*

plausible [plɔ:zəbəl] *adj.*

If something is **plausible**, it is reasonable or possible.

→ *It is **plausible** that Jack isn't here today because he is sick.*

ritual [ritʃuəl] *n.*

A **ritual** is a formal custom that people do regularly.

→ *Ken was very interested to learn about the religious **rituals** of the natives.*

sibling [sibliŋ] *n.*

A ***sibling*** is a brother or sister.

→ *Jane has two **siblings**, an older brother and a younger sister.*

skinny [skĭni] *adj.*

If someone is **skinny**, they are extremely thin.

→ *Polly is very **skinny**. I think she needs to eat more.*

vague [veig] *adj.*

If something is **vague**, it is not clear, and it gives very few details.

→ *I asked him about his mother's health, but he was very **vague** about it.*

Exercise 1

Choose the answer that best fits the question.

1. Cosmetics are typically used to make someone _____.
   a. look better b. think clearer c. feel stronger d. eat healthier
2. Which of the following would NOT be considered a subject studied in humanities?
   a. Film b. Literature c. Mythology d. Mathematics
3. Which of the following could NOT be used to make a knot?
   a. Lines of clouds b. Wire c. Thread d. Yarn
4. Positive attributes include being energetic, optimistic, and _____.
   a. dreary b. pessimistic c. cheerful d. arrogant
5. Which of the following is similar in meaning to the word dash?
   a. Stroll b. Run c. Sprint d. Meander

Exercise 2

Choose the one that is similar in meaning to the given word.

1. astounded
   a. angry b. surprised c. interested d. bored
2. disgust
   a. information b. detail c. money d. anger
3. gulf
   a. island b. gap c. entrance d. partnership
4. vague
   a. pretty b. useful c. unclear d. dirty
5. furious
   a. lively b. quiet c. angry d. shocking
6. bilingual
   a. foreign b. surprised c. poison d. using two languages
7. clone
   a. double b. extra c. light d. copy
8. plausible
   a. never b. always c. possible d. weak
9. skinny
   a. large b. thin c. tall d. short
10. fluorescent
    a. bright b. gloomy c. open d. ground

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ Kevin was very *vague* about his job interview, and he told me all the details.
2. ____ Liam had a *plausible* reason for not doing his work, saying aliens took it.
3. ____ Tom can only speak English. He is *bilingual*.
4. ____ Emma likes studying *humanities* like chemistry and physics.
5. ____ Ivy doesn't have any *siblings*. It must be lonely without brothers or sisters.
6. ____ The two brothers looked so much alike that they could be *clones*.
7. ____ My mother was *furious* when she heard that I passed all my exams.
8. ____ Miranda is so *skinny*. She really needs to lose some weight.
9. ____ I was filled with *disgust* when I heard the news that he had lied to all of us.
10. ____ Sarah and I really understand each other. There is a big *gulf* between us.
11. ____ Around the world, there are lots of different marriage *rituals*.
12. ____ We had lots of *participants* in the fishing competition last Saturday.
13. ____ Kay is a *linguist* and will give a lecture on the best way to learn a language.
14. ____ You should wear dark clothes for the interview, such as your *fluorescent* jacket.
15. ____ You always *dash* so slowly. I wish you would walk faster.
16. ____ I can't use this thread for sewing because it has too many *knots* in it.
17. ____ Jan wanted to make a cake, so she went to the shop to buy some *cosmetics*.
18. ____ The lesson was long and boring, and all the students felt *astounded*.
19. ____ I think Tom should get the job because he has all the right *attributes*.
20. ____ You shouldn't use *colloquial* language when you make formal presentations.

The Twins

Katie and Alice were twins. They were so alike that few people could tell the **siblings** apart. They were almost like **clones**. They even used the same **colloquial** language as each other. They were best friends.

But the twins' **attributes** were not all identical. Alice liked **humanities**, and Katie was a good **linguist**. One summer, Katie decided to be a **participant** at a summer camp in France. Alice wasn't interested in the French language, so she didn't go. But she felt angry that Katie wanted to spend the summer away from her.

Two months later, Katie returned. Alice **dashed** to the airport to greet her sister. But when Alice saw Katie, she was **astounded**. Katie was now **bilingual**, and she looked completely different! She was wearing nice clothes, **cosmetics** and looked **skinnier**. Alice felt very messy next to her. She was just wearing a **fluorescent** t-shirt, and her hair had **knots** in it.

When Alice asked Katie about France, Katie was **vague** and didn't say much. It made Alice **furious** and filled her with **disgust** because in the past they'd always told each other everything. Now there was a huge **gulf** between them. Over the weeks, the sisters spoke even less.

Two months later, it was the twins' birthday. All their lives, they'd had a **ritual**. Before their birthday, they'd talk all night long. That night, Alice came into Katie's bedroom.

"I'm sorry I haven't spoken much lately," Katie said.

"I understand. You have new friends now," said Alice, angrily.

Katie said, "My French friends don't write much nowadays. For a while, I thought they were more exciting than my friends at home. But I was wrong. You're my sister, and you'll always be my best friend."

Alice said, "I'm sorry, too. I wanted our relationship to stay the same forever. But it's totally **plausible** for twins to have different interests. We can still be best friends without being together all the time."

Reading Comprehension

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ The girls looked like clones, but they used different colloquial language.

_____

2. ____ The twins' attributes were different in that Katie was bilingual and Alice liked humanities.

_____

3. ____ Alice's hair was in knots when she dashed to the airport to meet her sister.

_____

4. ____ Alice was astounded when she saw Katie wearing a fluorescent t-shirt.

_____

5. ____ When the gulf formed between the sisters, they stopped speaking to each other in detail.

_____

PART B **Answer the questions.**

1. Why didn't Alice want to be a participant at the summer camps with the other linguists?

_____

_____

2. How did Alice feel when she saw Katie looking skinny and wearing cosmetics?

_____

_____

3. Why was Alice furious and filled with disgust when Katie answered her questions in a vague way?

_____

_____

4. What ritual did the siblings always do before their birthday?

_____

_____

5. What did Alice learn was plausible?

_____

_____

UNIT 22

Word List

acid [ǽsid] *n.*

An **acid** is a chemical that can burn or dissolve other substances.

→ *In chemistry class, we mixed two **acids** together and watched the reaction.*

administration [ədmìnəstréiʃən] *n.*

An **administration** is the group of people who manage a company or organization.

→ *She hoped she could be promoted to a job in the **administration**.*

administrative [ədmínəstrèitiv] *adj.*

Administrative describes anything related to managing a company or organization.

→ *I work as an **administrative** assistant to the owner of the company.*

biotechnology [bàiouteknɑ́lədʒi] *n.*

Biotechnology is the use of living parts, such as cells, in industry and technology.

→ *Researchers at the **biotechnology** company use bacteria to make medicine.*

cholesterol [kəléstəròul] *n.*

Cholesterol is a substance in fat, tissues, and blood of all animals.

→ *When people have too much **cholesterol**, they are at a high risk for heart problems.*

coalition [kòuəlíʃən] *n.*

A **coalition** is a group of people or organizations working for a common purpose.

→ *The companies formed a **coalition** to make trade less expensive.*

deceptive [diséptiv] *adj.*

When something is **deceptive**, it encourages one to believe something that is false.

→ *The scary-looking man's appearance is **deceptive**, but he is actually very nice.*

diabetes [dàiəbí:tis] *n.*

Diabetes is a medical condition where a person has too much sugar in their blood.

→ *Overweight people are more likely to suffer from **diabetes** than slimmer ones.*

eliminate [ilímənèit] *v.*

To **eliminate** something that is unwanted means to completely remove it.

→ *Wearing a seatbelt **eliminates** some of the dangers of driving a car.*

erosion [iróuʒən] *n.*

Erosion is the destruction of rock or soil due to flowing water or weather.

→ *Canyons are formed because rivers of fast-moving water caused **erosion**.*

ethics [éθiks] *n.*

Ethics are moral beliefs or rules about right or wrong.

→ *The act of stealing certainly doesn't go against some people's* ***ethics****.*

explicit [iksplísit] *adj.*

If something is **explicit**, it is very clear, open, and truthful.

→ *The man gave a very* ***explicit*** *account of the car accident.*

framework [fréimwə̀:rk] *n.*

A **framework** is a set of rules or ideas that people use to solve problems.

→ *His ideas fit into the* ***framework*** *of a successful business plan.*

manufacture [mæ̀njəfǽktʃə:r] *v.*

To **manufacture** something means to make it in a factory.

→ *My father's company* ***manufactures*** *steel building materials.*

mechanism [mékənìzəm] *n.*

A **mechanism** is a part of a machine that performs a certain function.

→ *I can't open my car door because the locking* ***mechanism*** *is broke.*

minimize [mínəmàiz] *v.*

To **minimize** means to reduce something to the lowest possible level.

→ *I checked my homework twice to* ***minimize*** *errors I might have made.*

nectar [néktər] *n.*

Nectar is a sweet liquid produced by flowers that bees and other insects collect.

→ *Bees use* ***nectar*** *to make their honey.*

notion [nóuʃən] *n.*

A **notion** is an idea or belief about something.

→ *I have a* ***notion*** *that this route would get us to the beach.*

prone [proun] *adj.*

When things are **prone** to some bad thing, they are likely affected by it.

→ *Some people are more* ***prone*** *to catching colds than others.*

straightforward [strèitfɔ́:rwərd] *adj.*

When something is **straightforward**, it is good because it is easy to understand.

→ *The teacher's grading system was* ***straightforward*** *and fair.*

Exercise 1

Choose the answer that best fits the question.

1. What is something you want to eliminate?
   a. A problem
   b. A present
   c. A statue
   d. A victory

2. What would collect nectar?
   a. A tree
   b. A bee
   c. A cat
   d. A housefly

3. If you have good ethics, you _____.
   a. dislike school
   b. know right from wrong
   c. rarely follow the rules
   d. are extremely smart

4. Which is most closely related to something administrative?
   a. Loss
   b. Fatigue
   c. Organization
   d. Swimming

5. What might cause erosion?
   a. A strong wind
   b. A fast car
   c. A lonely person
   d. Loud music

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

cholesterol	prone	framework	administration	explicit
deceptive	coalition	mechanisms	straightforward	manufactures

I learned about all the different things the factory 1_____.
They make big machinery as well as tiny parts and 2_____.

The students asked the school's 3_____ to buy a better kind of meat.
The meat served there is too high in fat and 4_____.

I can't stand companies that are 5_____.
Customers have to make sure they get 6_____ information about all details.

Citizens formed a 7_____ because the city's air was making people ill.
Elderly people and infants were the most 8_____ to becoming sick.

To solve our problem, we'll first need a strong 9_____.
Our ideas need to be intelligent and 10_____.

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ Smoking makes people more *prone* to breathing problems.
2. ____ We toured the factory that *manufactures* cheese.
3. ____ The *deceptive* man was very open and honest about his plans.
4. ____ Eating a lot of fast food raises people's *cholesterol* levels.
5. ____ The *straightforward* instructions were impossible to understand.
6. ____ The group decided on a *framework* for the new project.
7. ____ Businesses try to *minimize* the amount of money they can make.
8. ____ He had a *notion* that the speaker was not really an expert on the subject.
9. ____ The maid used a kind of *acid* to dissolve the stains on the floor.
10. ____ It is important for a judge to have good *ethics*.
11. ____ Some factories produce energy by burning *coalitions*.
12. ____ The lawyer hoped that the witness would tell an *explicit* version of the story.
13. ____ My father works in construction while my mom has an *administrative* job.
14. ____ Be sure to *eliminate* all the ingredients to make a great cake.
15. ____ Jim receives shots to treat his *diabetes*. They reduce the sugar in his blood.
16. ____ All of the prisoners formed an *administration* where they played games.
17. ____ Dry weather, followed by sudden floods, caused the *erosion* in the valley.
18. ____ The *biotechnology* company only made things from nonliving rocks and sand.
19. ____ The cutting *mechanism* on the lawnmower is broken.
20. ____ This *nectar* produces the best flowers.

The New Bioco

Jack got a new job at a **biotechnology** company called Bioco. Bioco **manufactured** drugs to treat **diabetes** and high **cholesterol**. Jack's job was to use a tiny **mechanism** to get **nectar** from flowers. The nectar was a main ingredient in the drugs. Jack liked his job, and he thought that Bioco was a caring company. However, Jack soon learned that the company wasn't as kind as he first thought.

Bioco's motto was "Make the Earth a Better Place." However, this motto was **deceptive**. The company actually did a number of really bad things to the environment. The company produced a lot of smog and harmful **acid**. Bioco poured the acid in a nearby river, which caused **erosion** and made fish **prone** to illness.

After a few weeks at the new job, Jack saw all the bad things Bioco was doing. He had always had strong **ethics**, and he knew he had to do something. One day, while the Bioco workers were eating in the cafeteria, Jack stood up and gave a speech. He said, "My fellow coworkers, I know you have all seen the evil things our company is doing. I have a **notion** that we can fix them if we form a **coalition**. We can go to the **administration** and tell them we'll quit if they don't **eliminate** the problems. They'll have no choice but to listen to us."

Jack explained what they were to do. His coworkers liked his **explicit** plan. They went to the **administrative** offices and demanded that Bioco stop damaging the environment, or they all would quit. One supervisor said to them, "Thank you for being **straightforward** about this issue. Since I can't afford to lose all of you workers, I guess we'll just have to fix things."

Jack, his supervisor, and his coworkers spent the next month designing a new **framework** for the company. They cleaned up the acid from the river and **minimized** the amount of air pollution the company released. At last, the company motto became apt.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Bioco was a biotechnology company that manufactured diabetes and high cholesterol.

_____

2. ____ Jack used a mechanism to get nectar from flowers.

_____

3. ____ The new framework involved an explicit plan to fix the smog and acid problems.

_____

4. ____ The waste acid caused erosion and made fish prone to illness.

_____

5. ____ After the company minimized Jack's ethics, the motto became apt.

_____

PART B Answer the questions.

1. What was Bioco's deceptive motto?

_____

_____

2. What did Jack stand up to do in the cafeteria?

_____

_____

3. What was Jack's notion about fixing things?

_____

_____

4. What did the coalition of workers threaten to do if the administration didn't eliminate the problems?

_____

_____

5. What did the boss in the offices say after the workers were straightforward with him?

_____

_____

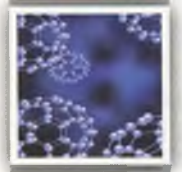
UNIT 23

Word List

astronomical [æstrənɑ́mikkəl] *adj.*

If something is **astronomical**, then it is extremely large.

→ *It's an **astronomical** distance between the Milky Way galaxy and the nearest galaxy.*



atom [ætəm] *n.*

An **atom** is the smallest unit of a substance.

→ *A molecule consists of a combination of two or more **atoms**.*

breadth [bredθ] *n.*

Breadth is the distance from one side to the other side of something.

→ *The **breadth** of the northern wall of the house is twenty meters.*

circumference [sərkʌ́mfərəns] *n.*

A **circumference** is the distance completely around a circular object.

→ *The **circumference** of the Earth is obviously much larger than a baseball's.*

comet [kɑ́mit] *n.*

A **comet** is an object in space made of ice and rock with a tail of glowing dust.

→ ***Comets** take many decades to complete an orbit around a star.*

crater [krèitər] *n.*

A **crater** is a large hole in a planet's or moon's surface.

→ *They could clearly see the big **crater** on the moon through the telescope.*

crescent [krésənt] *n.*

A **crescent** is the curved shape lit on the moon's face during its early and late stages.

→ *Ten days ago the entire moon was bright, but now only a small **crescent** is shining.*

debris [dəbrí:] *n.*

Debris is the small pieces scattered from something wrecked or destroyed.

→ *The **debris** from the cube scattered on the floor.*

despair [dispɛ̀ər] *n.*

Despair is the complete loss of hope.

→ *After the other company won the account, our salespeople were filled with **despair**.*

embed [imbɛ́d] *v.*

To **embed** something means to place it firmly within a surrounding thing.

→ *The logger **embedded** the ax into the wood after chopping several logs.*

fragment [frǽgmənt] *n.*

A **fragment** is a small part of something.

→ *After the light broke, there were **fragments** of glass to clean up.*

galaxy [gǽləksi] *n.*

A **galaxy** is any extremely large collection of star systems.

→ *Our solar system is located in the outer area of our **galaxy**.*

gigantic [dʒaigǽntik] *adj.*

If something is **gigantic**, then it is extremely large.

→ *Some dinosaurs were so **gigantic** that they were the size of buildings.*

gloom [glu:m] *n.*

Gloom is a state of being almost completely dark.

→ *In the **gloom** of the morning, it was difficult to see the boat on the lake.*

radiate [réidièit] *v.*

To **radiate** means to send out energy or heat.

→ *The heat from the fireplace **radiated** throughout the room.*

roam [roum] *v.*

To **roam** means to move around without a plan or purpose.

→ *All day the cows **roamed** around the field eating grass.*

solitary [sɑ́litèri] *adj.*

If something is **solitary**, then it is lonely or the only one.

→ *The only thing in the room was a **solitary** chair.*

spectrum [spéktrəm] *n.*

The ***spectrum*** is the full range of color ranging from red to violet.

→ *You can see the entire **spectrum** in a rainbow.*

sphere [sfiə:r] *n.*

A **sphere** is a three-dimensional round shape, like a ball.

→ *The balloons were inflated into a variety of colorful **spheres**.*

status [stéitəs] *n.*

Status is the position of something or someone in relation to others.

→ *She had achieved the **status** of being the smartest girl in the class.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. radiate	a. measure	b. release	c. welcome	d. allow
2. breadth	a. path	b. death	c. mouth	d. width
3. spectrum	a. colors	b. amounts	c. sounds	d. places
4. comet	a. arrival	b. meteor	c. scissors	d. image
5. atom	a. particle	b. catch	c. fast	d. legal
6. status	a. land	b. rock	c. rank	d. cloud
7. astronomical	a. historical	b. pleasant	c. delicious	d. huge
8. embed	a. sleep	b. soften	c. bury	d. burn
9. sphere	a. tide	b. voice	c. mass	d. ball
10. debris	a. pieces	b. troops	c. cloths	d. liquids

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. crater	a. basket	b. habit	c. spouse	d. hill
2. gloom	a. plan	b. book	c. light	d. hole
3. solitary	a. chain	b. group	c. home	d. card
4. gigantic	a. wild	b. tiny	c. next	d. free
5. roam	a. buy	b. break	c. get	d. stand
6. fragment	a. whole	b. child	c. phone	d. point
7. despair	a. burn	b. hope	c. sing	d. make
8. galaxy	a. delivery	b. marriage	c. particle	d. agreement
9. crescent	a. circle	b. closet	c. problem	d. schedule
10. circumference	a. feeling	b. detail	c. center	d. helmet

Exercise 3

Choose the answer that best fits the question.

1. What is something that is astronomical?
   a. A planet b. A book c. An ant d. A movie
2. What is something you'd find in a galaxy?
   a. A pear b. A broom c. A star d. A motorcycle
3. Which would help you see through the gloom of a day?
   a. Glasses b. A telescope c. A candle d. A cap
4. Which of the following is a sphere?
   a. A globe b. A bat c. A golf club d. A television set
5. What describes someone whose waist has a large circumference?
   a. Tall b. Fat c. Strong d. Skinny

Exercise 4

Write a word that is similar in meaning to the underlined part.

1. The night was extremely dark because little light came from the curved shaped moon.
   _____
2. They moved without a purpose around the mall while waiting for their friend to get off of work.
   _____
3. The moon has large holes on the surface.
   _____
4. The distance from one side to the other of a baby's hand is very small.
   _____
5. Mom couldn't fix the bowl because a small part of it was missing.
   _____
6. A lot of energy is stored within just one simple smallest unit of matter.
   _____
7. The bee's stinger was placed firmly within the skin of his right hand.
   _____
8. Guarding the camp was a lonely job, so he gladly accepted the young man's company.
   _____
9. When it's low on fuel, the heater emits a small level of heat.
   _____
10. He was so concerned about his position to others in school that he studied very hard.
    _____

How Comet Got His Tail

A **solitary** rock **roamed** through the cold **gloom** of outer space. It slowly drifted through the **debris** of broken asteroids with a feeling of sadness. In the vast and beautiful **galaxy**, it was only a tiny rock. It felt like an insignificant **atom**.

In its journeys it encountered many amazing objects. It flew by beautiful **crescent** moons that were covered with **craters** and moon dust.

"Why can't I be as beautiful as them?" it thought.

The rock passed a **gigantic** planet. The **sphere** had a **circumference** hundreds of times larger than the **breadth** of the small rock.

"Why can't I be as large as that?" it wondered.

The rock was filled with **despair**. It was surrounded by beauty and greatness, yet it was just a small and ugly **fragment** of rock.

One day, it approached the area of an **astronomical** star.

"What's wrong?" the star asked.

"Oh, I wish I had a higher **status** in the galaxy. All the other objects are so beautiful and large," the rock replied. "But I'm just an ugly rock."

The star considered the problem. At last it said, "You don't have to worry anymore. I think I can help." The star **radiated** its light brighter and hotter than it had ever done before. "Come a little closer," the star said to the rock.

The rock drifted closer to the star. Suddenly, the ice that was **embedded** in the rock's tiny cracks melted and became steam. Then the steam extended behind the comet to form a brilliant tail. The tail shined with all the colors of the **spectrum**.

The little rock had become a beautiful **comet**. It looked so amazing. It realized that the star helped it change its appearance. "Thank you," the comet said and then flew away with its new beautiful tail following behind it like a galactic cape.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The little rock drifted through the debris of broken atoms.

_____

2. ____ The gigantic planet was in the shape of a sphere.

_____

3. ____ The ice embedded in the little rock bubbled with all the colors of the spectrum.

_____

4. ____ The star radiated its light hotter and brighter than ever before.

_____

5. ____ The little rock wished it had a higher status in the galaxy.

_____

PART B Answer the questions.

1. While roaming through the gloom of the galaxy, how did the little rock feel?

_____

_____

2. What objects had craters and was in the shape of a shiny crescent?

_____

_____

3. How much larger was the circumference of the planet compared to the breadth of the rock?

_____

_____

4. Why was the little fragment of rock filled with despair?

_____

_____

5. What did the comet's new tail look like?

_____

_____

UNIT 24

Word List

bankrupt [bǽŋkrʌpt] *adj.*

If someone is **bankrupt**, then they are unable to pay their debts.

→ *The store had few customers and soon went **bankrupt**.*

conform [kənfɔ́:rm] *v.*

To **conform** to rules or laws is to obey them.

→ *The new student had to **conform** to the school's dress code.*

employ [implɔ́i] *v.*

To **employ** someone means to give work to them.

→ *The bookstore **employed** two full-time clerks.*

expel [ikspél] *v.*

To **expel** someone means to force them to leave a place.

→ *Since he would not follow the rules, the principal had to **expel** the student.*

extension [iksténʃən] *n.*

An **extension** is a part added to something to give it more time or space.

→ *My parents decided to add an **extension** to our house for the new baby.*

forthcoming [fɔ̀:rəkʌ́miŋ] *adj.*

If something is **forthcoming**, then it is about to happen in the future.

→ *Some economists predicted that the **forthcoming** world economy would be severe.*

furnish [fə́:rniʃ] *v.*

To furnish means to put **furniture** in a house or room.

→ *Most homes are **furnished** with tables, chairs, and beds.*

hygiene [hάidʒi:n] *n.*

Hygiene is the conditions or methods needed for health and cleanliness.

→ *People who brush their teeth at least twice a day are practicing good **hygiene**.*

hygienic [hàidʒínik] *adj.*

If something is **hygienic**, then it is clean and unlikely to cause disease.

→ *My sister works very hard to keep her entire home as **hygienic** as possible.*

landlord [lǽndlɔ̀:rd] *n.*

A **landlord** is a man who rents property to a person.

→ *The **landlord** collected everyone's rent money on the first day of every month.*

lease [li:s] *v.*

To **lease** means to rent property, usually an apartment or land.

→ *When the family first **leased** the apartment, the rent was very low.*

mandatory [mǽndətɔ̀:ri] *adj.*

If something is **mandatory**, then it is required by law.

→ *It's **mandatory** that everyone be at least sixteen to drive a car in the US.*

mend [mend] *v.*

To **mend** something means to fix it when it is broken or damaged.

→ *Mother **mended** the rip in my pants with a piece of cloth.*

mortgage [mɔ́:rgidʒ] *n.*

A **mortgage** is a loan for property, especially homes and businesses.

→ *When they bought their new home, the married couple had to sign a **mortgage**.*

personnel [pə̀:rsənél] *n.*

Personnel are employees in a business.

→ *When business increased, we had to hire more **personnel**.*

plumbing [plʌ́miŋ] *n.*

Plumbing is the system of pipes used in a home to supply water.

→ *When the **plumbing** stopped working, no one was allowed to use the toilets.*

tenant [ténənt] *n.*

A **tenant** is a person who rents property from a landlord.

→ *The new **tenants** moved into the house across the street.*

trendy [trέndi] *adj.*

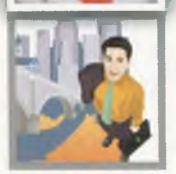
If something is **trendy**, then it is very popular and new.

→ *Carlo bought a **trendy** new car.*

utility [ju:tíləti] *n.*

A **utility** is a business that supplies services such as water or electricity.

→ *If you don't pay the **utilities**, you may have your electricity turned off.*



whereby [*h*wɛə:rbâi] *conj.*

Whereby means by which or through which.

→ *The mayor had a new bridge built **whereby** the citizens could cross the river.*

Exercise 1

Choose the answer that best fits the question.

1. Which of the following means the closest to mend?
   a. Repair b. Highlight c. Exchange d. Plant
2. Which of following would NOT be considered part of an office's personnel?
   a. Cleaning staff b. Technicians c. Executives d. Referees
3. Plumbing involves work on _____ in a house or building.
   a. electrical wiring b. plants and bushes c. water pipes d. interior design
4. If something is trendy, then it is _____.
   a. outdated b. in style c. almost empty d. very cheap
5. Which is NOT considered a utility?
   a. Room service b. Electrical service c. Water service d. Gas service

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. His company gives work to about 100 people in the community.
   _____
2. Joan was forced to leave from the auditorium for her hostile comments.
   _____
3. My new apartment in the city was complete with bed, sofa, and TV.
   _____
4. The prisoner's condition for health and cleanliness was absolutely terrible.
   _____
5. I'm going to rent the apartment for only six months.
   _____
6. I need to fix the hole in my pants.
   _____
7. He was lucky to find employees who are honest and hardworking.
   _____
8. We need to have our system of pipes that brings water into our house checked.
   _____
9. The popular and new fashion these days for men is boots.
   _____
10. Did you remember to pay the company that provides our water?
    _____

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The sharp rocks *mended* his jeans into pieces.
2. ____ The school sent a second bus *whereby* the students could get to school.
3. ____ He had poor *hygiene*. He never washed his hands or brushed his teeth.
4. ____ The dam on the lake became *bankrupt*, and soon water broke through the cracks.
5. ____ The restaurant was a *trendy* place where all the rich and famous people went.
6. ____ The first three cars to finish were given an award, but the *forthcoming* car got nothing.
7. ____ She made a mistake and accidentally walked into the *mandatory* bathroom.
8. ____ After he *furnished* dinner, the host gave him some dessert.
9. ____ Rather than *conforming* to one religion, Mary chose what she liked from all of them.
10. ____ I knew something was wrong with the *plumbing* once the hot water stopped working.
11. ____ She graduated from university where she studied *utility*.
12. ____ Because of an error, the game was given an *extension* of five more minutes.
13. ____ He's very *hygienic* because he bathes once a week and seldom changes his clothes.
14. ____ The *landlord* owned several buildings throughout the capital city.
15. ____ The factory needed more workers. It had to *employ* twenty more people.
16. ____ Tom didn't want to talk about his father's new job. He thought it was too *personnel*.
17. ____ There was too much sugar in the recipe, so she *leased* the amount with a spoon.
18. ____ Because the rent was so expensive, all of the *tenants* are probably wealthy people.
19. ____ They were *expelled* from the restaurant because they couldn't pay their bill.
20. ____ In order to buy a house, most people have to get a *mortgage*.

The Resourceful Landlord

A kind **landlord** was afraid that he would lose his apartment building. He needed to make some **mandatory** repairs to the old building, or his **tenants** would have to leave by the end of the month. Without tenants to **lease** the rooms, the landlord would be unable to pay his **mortgage**. He'd be **bankrupt**, and the bank would take his building.

But he didn't have the money **whereby** he could **employ** the **personnel** needed to make the repairs. It would seem like he did not want to **conform** to the city's codes before the **forthcoming** inspection. He had requested an **extension**, but it was denied by the city.

He held a meeting with his tenants and explained the unfortunate situation. "If the building does not meet the appropriate standards for safety and **hygiene**," he said, "the city will **expel** everyone."

The tenants were all sad for the kind old man.

"Maybe we can help," the hairdresser who lived on the first floor stated. The other tenants agreed.

One tenant had worked for the city's **utilities**. He knew a lot about **plumbing**, so that's how he helped. Another tenant was a carpenter; he **mended** the holes in the floor and walls. Others cleaned the building from top to bottom so that it was more **hygienic**. They even **furnished** some of the apartments with new beds, dressers, and chairs. When they were done, all of the people dispersed, and the landlord went home to rest.

When the deadline of the inspection arrived, the apartment building was hygienic and safe. The landlord couldn't believe it. His old building now looked like one of the **trendiest** buildings in town. The building passed its inspection, and the landlord and the tenants had a big party.

"Thank you all so much," the landlord said during the party. "I could never have done it by myself. But by working together, we now all have a beautiful place to live."

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ If the tenants didn't pay the mortgage, the landlord could not pay his lease and would be bankrupt.

_____

2. ____ The landlord did not have money whereby he could employ personnel.

_____

3. ____ The city would expel everyone if the building did not pass the inspection for safety and hygiene.

_____

4. ____ The hairdresser mended the holes in the floors and walls.

_____

5. ____ After everyone helped to fix it, the building looked like one of the trendiest buildings in town.

_____

PART B Answer the questions.

1. In addition to dressers, what did the tenants furnish some of the apartments with?

_____

_____

2. If the landlord did not conform to the city's mandatory hygienic standards, what would happen to the tenants?

_____

_____

3. What happened to the landlord's request for an extension to the forthcoming deadline?

_____

_____

4. What did the tenant who had worked for the city's utilities do to the building's plumbing?

_____

_____

5. What did the landlord do after all of the people dispersed?

_____

_____

UNIT 25

Word List

aesthetic [əseétik] *adj.*

If something is **aesthetic**, then it is concerned with a love of beauty.

→ *The dresses were noteworthy for their **aesthetic** design.*

arrogant [ǽrəgənt] *adj.*

If someone is **arrogant**, they think that they are more important than others.

→ *He is very **arrogant**. Even though he's not the boss, he tells everyone what to do.*

bias [báiəs] *n.*

A **bias** is a person's likelihood to like one thing more than another thing.

→ *The mothers had a natural **bias** for their own child's picture.*

canyon [kǽnjən] *n.*

A **canyon** is a narrow valley with steep walls through which a river often flows.

→ *The **canyon** was so deep that the ground inside was covered in shadow.*

creek [kri:k] *n.*

A **creek** is a stream or small river.

→ *Only small fish lived in the shallow waters of the **creek**.*

drill [dril] *n.*

A **drill** is a tool with a point that spins in order to make a hole.

→ *The carpenter used the **drill** to make several holes in the wood.*

executive [igzékjətiv] *n.*

An **executive** is the top manager of a business.

→ *After twenty years at the company, he finally became the **executive**.*

fatigue [fətí:g] *n.*

Fatigue is a feeling of extreme tiredness.

→ *After three days with little sleep, she was feeling a lot of **fatigue**.*

incline [inklain] *n.*

An **incline** is a sharp rise in something, especially a hill or mountain.

→ *This mountain has one of the steepest **inclines** in the world.*

nasty [nǽsti] *adj.*

If something is **nasty**, then it is not nice or pleasant.

→ *The rotten apple left a **nasty** taste inside her mouth.*

perceive [pərsíːv] *v.*

To **perceive** something means to be aware of it.

→ *He was talking loudly, so he did not **perceive** that the music had stopped.*

primate [práimeit] *n.*

A **primate** is a type of mammal that includes monkeys, apes, and humans.

→ ***Primates** use their hands for such tasks as swinging from branches.*

primitive [prímətiv] *adj.*

If something is **primitive**, then it is simple, basic, and not very developed.

→ *The computers of the 1980s are **primitive** compared to those of todays.*

stereotype [stériətàip] *n.*

A **stereotype** is a general but often incorrect idea about a person or thing.

→ *There's a **stereotype** that pigs are dirty animals. But they are rather clean.*

sticky [stíki] *adj.*

If something is **sticky**, then it is covered with a substance that things stick to.

→ *Place the **sticky** part of the tape against the paper, so it will cling to the wall.*

termite [tə́ːrmait] *n.*

A **termite** is an insect that lives in groups and feeds on wood.

→ *The wood we found was full of **termites**.*

thereby [ðɛ̀əːrbái] *adv.*

If something happens **thereby** an action, then it is the result of that action.

→ *He didn't score a goal, **thereby** ending his chance at setting a record.*

trail [treil] *n.*

A **trail** is a path through a wild area.

→ *A narrow **trail** cut through the field and over the hills.*

twig [twig] *n.*

A **twig** is a short and thin branch from a tree or bush.

→ *They started the fire with a handful of dry **twigs**.*

welfare [wélfɛ̀əːr] *n.*

Welfare is the health and happiness of a person or group.

→ *Having plenty of clean water is necessary for the **welfare** of people.*

Exercise 1

Choose the answer that best fits the question.

1. Which of the following might be eaten by a termite?
   a. A log
   b. A brick
   c. A cake
   d. A feather

2. Who would most likely use a drill?
   a. A captain
   b. A carpenter
   c. A cowboy
   d. A lifeguard

3. What job would an executive do?
   a. Clean floors
   b. Manage workers
   c. Teach science
   d. Prepare food

4. What would best describe something that smells nasty?
   a. Sweet
   b. Steamy
   c. Stinky
   d. Pleasant

5. How would you describe someone who could NOT perceive sound?
   a. Deaf
   b. Blind
   c. Quiet
   d. Mute

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

trail	stereotype	twig	canyon	creek
fatigue	aesthetic	welfare	primitive	termites

The path leading out of the 1_____ was very steep.
When they reached the top, they had to rest because of their 2_____.

He had a(n) 3_____ about ancient cultures.
He thought that all their customs and ideas were 4_____.

The 5_____ led travelers to the top of the mountain.
I was astonished by the 6_____ view.

A line of 7_____ stretched from the mound across the forest floor.
They were all going to eat a 8_____ that had fallen off a tree.

People thought that the water from the 9_____ cured illnesses.
They drank it because they hoped it would beneficial to their 10_____.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. perceive
   a. notice b. share c. copy d. gain
2. welfare
   a. welcome b blanket c. health d. sale
3. bias
   a. herb b. sock c. box d. favoritism
4. arrogant
   a. proud b. bright c. loose d. loud
5. creek
   a. button b. truck c. stream d. arrow
6. nasty
   a. slow b. small c. smooth d. mean
7. executive
   a. group b. boss c. monster d. finger
8. trail
   a. path b. moment c. song d. mirror
9. incline
   a. rise b. cotton c. shoulder d. soldier
10. thereby
    a. growth b. section c. dream d. so

Exercise 4

Write a word that is similar in meaning to the underlined part.

1. The kids gathered short, thing branches for their school art project.

   _____

2. The glue was covered with a substance that made things stick to it.

   _____

3. Early rocket development was simple and basic compared to what we have in the 21st century.

   _____

4. Monkeys, apes, and humans are some of the few animals with opposable thumbs.

   _____

5. After walking 12 kilometers, I was filled with a sense of extreme tiredness.

   _____

The Man and the Monkey

While flying over a jungle, a wealthy **executive**'s private plane crashed. Some of the crew were hurt, so the pilot decided to stay with them and wait for help. The **arrogant** executive, though, didn't care about the **welfare** of the pilot and crew. Rather, he thought he could walk out of the jungle and find a town to stay in.

He followed a **trail** through a **canyon** and along a **creek**. The jungle was actually very stunning. If the arrogant executive had stopped to look around, he might have **perceived** the jungle's beauty. But he was in a **nasty** mood and had no care for the **aesthetic** value of the jungle. He continued to walk up the steep **incline** of the jungle's hills.

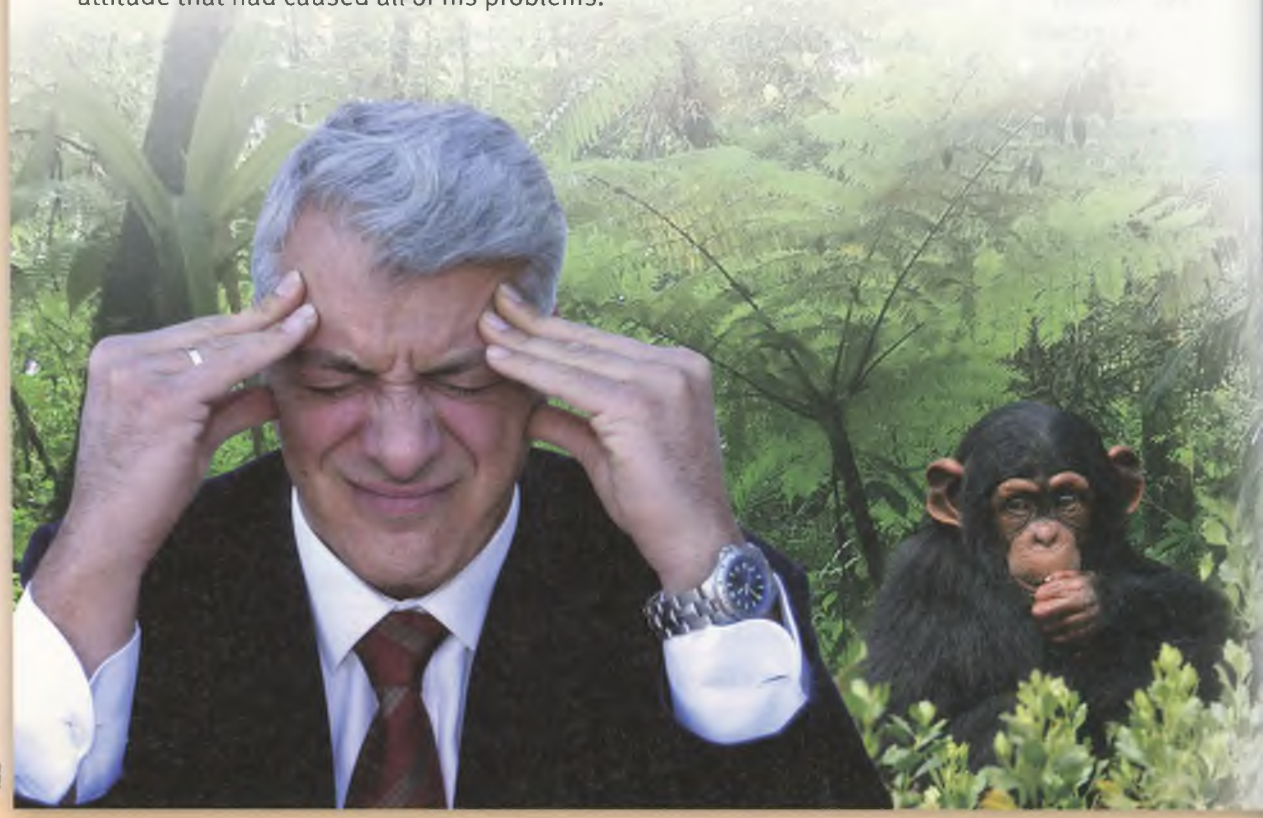
Soon, he was lost. Several days passed, and **fatigue** and hunger weakened him. He was very tired and afraid.

Just then, a monkey came out of the trees. It was carrying a **twig** covered in honey. It walked up to a mound where **termites** lived. He then used the twig like a **drill** to make a hole in the mound. Then very carefully, it removed the twig from the hole. The **sticky** twig was covered with termites.

Instead of eating the bugs, the monkey offered them to the executive, but he didn't want what the monkey offered. He shouted at the monkey, "Get away from me, you stupid **primate**!"

The executive's **stereotype** of the monkey was wrong. The monkey was not stupid. It knew how to find food, whereas the executive did not. He refused the help of the monkey, **thereby** leaving himself to starve.

When the executive was finally found, he was very skinny and sick. He had not eaten for a very long time. Because he held a **bias** against the **primitive** ways of the monkey, he had gone hungry and almost died. The executive didn't understand that it was his arrogant attitude that had caused all of his problems.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The executive only cared about the welfare of his pilot and crew.

_____

2. ____ The executive followed a trail through a canyon and along a creek.

_____

3. ____ The executive was in a nasty mood, so he did not see the aesthetic value of the jungle.

_____

4. ____ The executive walked up the small incline of the jungle's hills.

_____

5. ____ The executive's stereotype of the primate was correct.

_____

PART B Answer the questions.

1. What was on the twig that made it sticky enough to capture termites?

_____

_____

2. What did hunger and fatigue do to the executive?

_____

_____

3. What happened to the executive because of his bias against the monkey's primitive ways?

_____

_____

4. What did the monkey use like it was a drill?

_____

_____

5. What did the executive never perceive about his arrogant attitude?

_____

_____

UNIT 26

Word List

behalf [bihǽf] *n.*

If something is done on one's **behalf**, it is done for that person by another.

→ *The original speaker was sick, so his son gave the speech on his **behalf**.*

flap [flæp] *v.*

To **flap** means to move quickly up and down or from side to side.

→ *The tiny bird **flapped** its wings and ate from the flowers.*

glacier [gléiʃər] *n.*

A **glacier** is a large piece of ice that moves very slowly.

→ *The North Pole is covered by a huge **glacier**.*

globe [gloub] *n.*

The **globe** refers to the Earth.

→ *Water covers most of the **globe**.*

horizontal [hɔ̀:rəzɑ́ntl] *adj.*

When something is **horizontal**, it is flat and level with the ground.

→ *The Russian flag has three **horizontal** stripes of white, blue, and red.*

hum [hʌm] *v.*

To **hum** means to make a low, continuous noise.

→ *The man **hummed** his favorite song.*

inventory [ínvəntɔ̀:ri] *n.*

An **inventory** is a supply of something.

→ *Gwen was checking the **inventory** to make sure we had what we needed.*

inward [ínwərd] *adj.*

If a thought or feeling is **inward**, it is not expressed or shown to others.

→ *She had an **inward** feeling of guilt when she lied to her mother.*

loaf [louf] *n.*

A **loaf** of bread is bread shaped and baked in one piece.

→ *Could you please buy a **loaf** of bread for sandwiches?*

oracle [ɔ́(:)rəkəl] *n.*

An **oracle** is person who speaks with gods and gives advice about the future.

→ *The king went to the **oracle** to ask if going to war was a good idea.*

orbit [ɔ́:rbit] *v.*

To **orbit** something means to move around it in a continuous, curving path.

→ *The moon **orbits** the Earth.*

overview [óuvərvjù:] *n.*

An **overview** is a general description of a situation.

→ *My brother gave me an **overview** of the important parts of the book.*

preview [prí:vjù:] *n.*

A **preview** is an opportunity to see something before it is available to the public.

→ *The band played us a **preview** of their new song.*

previous [prí:viəs] *adj.*

If something is **previous**, then it happened earlier in time or order.

→ *He turned back to the **previous** page to read the paragraph again.*

provide [prəváid] *v.*

To **provide** something means to supply it.

→ *Each student was **provided** with a test and three sharp pencils.*

recur [rikə́:r] *v.*

To **recur** means to happen more than once.

→ *Burglaries seem to **recur** over and over in our neighborhood.*

relevant [réləvənt] *adj.*

When something is **relevant**, it is important to a certain person or situation.

→ *The thirty-year-old book about politics is still **relevant** to our society today.*

rite [rait] *n.*

A **rite** is a traditional ceremony carried out by a particular group or society.

→ *Special masks are worn during the **rite** when a new baby is born.*

stall [stɔ:l] *v.*

To **stall** means to stop a process and continue it at a later time.

→ *If you give the car a push, it won't **stall**.*

supernatural [sù:pərnǽtʃərəl] *adj.*

If something is **supernatural**, it is not real or explainable by natural law.

→ *The dragon had **supernatural** powers such as flying and breathing fire.*

Exercise 1

Choose the answer that best fits the question.

1. What recurs when watching a funny movie?
   a. Boredom
   b. Laughter
   c. Headaches
   d. Hunger

2. What orbits the Earth?
   a. The moon
   b. A car
   c. A bird
   d. A kite

3. Why do birds flap their wings?
   a. To eat
   b. To fly
   c. To whistle
   d. To exercise

4. What is supernatural?
   a. A frog
   b. A school
   c. A ghost
   d. An eclipse

5. If you give an overview of a movie, you _____.
   a. describe the important parts
   b. watch it again
   c. tell others it was a good movie
   d. pay money

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

loaf	oracles	inward	behalf	orbit
rite	globe	provided	overview	relevant

I'm going on a trip halfway across the 1_____.
While I'm gone, Sarah will turn in my homework on my 2_____.

On our vacation to Africa, we got to witness an old Egyptian 3_____.
We weren't told all the details of it, but we were given a brief 4_____.

He 5_____ slices of bread for the children's sandwiches.
He can make several by baking a single 6_____ of bread.

Sometimes, I choose to keep my thoughts and feelings 7_____.
Though I'm quiet about them, they are still 8_____ .

In the past, people asked 9_____ how the gods moved the planets.
Today, science explains how the planets 10_____ the sun.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. relevant
   a. important b. beautiful c. vast d. different
2. horizontal
   a. heavy b. flat c. large d. nice
3. a rite
   a. a story b. a belief c. a body d. a ceremony
4. stall
   a. to stop b. to fade c. to blink d. to react
5. inventory
   a. a brand b. a trait c. a supply d. a car

Exercise 4

Write a word that is similar in meaning to the underlined part.

1. My earlier report was just a short account of the long, difficult book.
   _____
2. In ancient Greece, the person who gives advice often gave information about the future.
   _____
3. The top of the fence was perfectly flat and level with the ground.
   _____
4. I know about the piece because I saw the viewing before it was available to the public.
   _____
5. The baker made an extra piece of bread for the homeless man in the alley.
   _____
6. She is embarrassed of some of her not expressed or shown thoughts.
   _____
7. The fisherman liked to make a low, continuous noise while he waited for a bite.
   _____
8. The travelers were given a place to stay, but they had to supply their own food.
   _____
9. The company had to stop the process of the production of the dangerous toy.
   _____
10. We saw a cute polar bear jump into the water from the edge of the large mass of ice.
    _____

Cosmo's Flight

When Cosmo woke up, he was crying. He had a dream that he was falling. This dream had **recurred** for the **previous** five nights. Cosmo was scared that his dreams were a **preview** of what was going to happen on his flight the next day.

Cosmo was a **supernatural** being who was about to turn 15 years old. In his culture, boys of his age were required to participate in an important **rite**. They were given wings and instructed to **orbit** the Earth. After successful flights, the boys officially became men. Cosmo certainly wanted to be a man, but he was scared. He went to the **oracle** of a god named Dano. Cosmo said, "I'm not sure I can make such a long trip. What if I get tired? What if my strength **stalls**, and I can't stay in the air. I'll crash and die!"

Dano replied, "Don't be afraid. You have all the **relevant** skills in your personal **inventory** that have been building up over the years. To ease your worry, let me tell you a little about what will happen tomorrow. You'll begin over Africa. You'll keep flying north until you come to the Himalayas. The mountaintops will look like small **loaves** of bread at such a high distance. The rivers of the world will look like pieces of blue string that cross the **globe**. Keep your body **horizontal** when flying against the winds of the Pacific Ocean. Keep your eyes open and enjoy the beauty of the Earth. You will be fine, you'll see."

Cosmo replied, "Thanks for the **overview** of my journey, I'll do my best."

The next morning, Cosmo was **provided** with a divine set of wings and sent on his way. He **flapped** his wings and went high above the Earth. He flew over mountains, oceans, and **glaciers**. After a while, his **inward** thoughts were no longer about falling. He was actually having fun! He began to **hum** a song as he enjoyed the view. When he reached home, his tribe was there to greet him.

The chief said, "On **behalf** of the tribe, I declare you a man. We're proud of you, Cosmo!"

Cosmo was proud of himself, too.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Cosmo was scared that his recurring dreams of the previous nights were a preview of what would happen.

_____

2. ____ Supernatural boys of Cosmo's age participated in an important rite.

_____

3. ____ In Dano's summary, he told Cosmo to keep his body horizontal against the winds of the Indian Ocean.

_____

4. ____ Dano flapped the wings he was provided with and orbited the globe.

_____

5. ____ Cosmo sang a tune while he flew and enjoyed the view.

_____

PART B Answer the questions.

1. What inward thoughts were no longer relevant to Cosmo after he started having fun?

_____

_____

2. What did Dano tell Cosmo that the tops of the Himalaya Mountains will look like?

_____

_____

3. What did Cosmo say after he thanked the oracle for the overview?

_____

_____

4. The oracle told Cosmo that the rivers of the world will look like what?

_____

_____

5. What did the chief declare on behalf of the tribe?

_____

_____

UNIT 27

Word List

adapt [ədǽpt] *v.*

To **adapt** means to change in order to deal with a new situation or addition.

→ *When he went to the new town, he had to **adapt** to all the weather changes.*

biological [bàiəlάdʒikəl] *adj.*

Biological describes the process of life and living things.

→ *In science, we learned about the **biological** process of bacterial growth.*

cellular [séljələr] *adj.*

When something is **cellular,** it relates to the cells of animals or plants.

→ *She used a microscope to see the activity at a **cellular** level.*

dynamic [dainǽmik] *adj.*

When people are **dynamic,** they are lively and have creative ideas.

→ *The new, **dynamic** employee came up with a good way to juggle his work load.*

fantasy [fǽntəsi] *n.*

A **fantasy** is a pleasant situation that people think about but is unlikely to happen.

→ *Becoming an astronaut is a **fantasy** shared by many children.*

heredity [hirédəti] *n.*

Heredity is the process of passing on features from parents to children.

→ *The boy's face is similar to his father's because of **heredity**.*

internal [intə́:rnl] *adj.*

When something is **internal,** it exists or happens inside a person, object, or place.

→ *We removed the outer case to reveal the computer's **internal** wires.*

minimal [mínəməl] *adj.*

When something is **minimal,** it is very small.

→ *My lazy husband does a **minimal** amount of work around the house.*

pioneer [pàiəníər] *n.*

A **pioneer** is a person who is the first to discover or be involved in something.

→ *He was a **pioneer** of computer programming.*

prescribe [priskráib] *v.*

To **prescribe** medicine means to tell someone to take it.

→ *When I was sick, the doctor **prescribed** me flu medicine.*

respective [rispéktiv] *adj.*

When things are **respective**, they relate separately to each person just mentioned.

→ *The boxers were told to return to their **respective** corners.*

revive [riváiv] *v.*

To **revive** someone or something means to restore health or life to them.

→ *She **revived** the feeling of warmth in her leg by rubbing it softly.*

rigid [rídʒid] *adj.*

When rules or systems are **rigid**, they are severe because they cannot be changed.

→ *Societies often have **rigid** rules about the way that people are supposed to act.*

sequence [sí:kwəns] *n.*

A **sequence** is a number of events or things that come one after another.

→ *The dominos fell in a **sequence** of one after another.*

substitute [sʌ́bstitjù:t] *v.*

To **substitute** something or someone means to have them take the place of another.

→ *When I ran out of juice, I had to **substitute** water to drink in the morning.*

surgeon [sə́:rdʒən] *n.*

A **surgeon** is a doctor who is trained to do surgery.

→ *The **surgeon** operated on the old man's heart.*

therapy [θérəpi] *n.*

Therapy is treatment for a particular physical or mental illness or condition.

→ *After she broke her legs, she used physical **therapy** to learn how to walk again.*

transfer [trænsfə́:r] *v.*

To **transfer** something means to move it from one place to another.

→ *The family **transferred** the groceries from the shopping cart to the car.*

transition [trænzíʃən] *n.*

A **transition** is a process where there is a change from one form to another.

→ *The weather gets colder during the **transition** from summer to autumn.*

transplant [trænsplænt] *n.*

A **transplant** is an operation in which a damaged part of one's body is replaced.

→ *The sick child needed a heart **transplant** to live.*

Exercise 1

Choose the answer that best fits the question.

1. What thing is a result of heredity?
   a. Eye color b. Clothing style c. A haircut d. A job
2. What process is biological?
   a. Walking to school b. Taking a test c. Producing tears d. Getting dressed
3. What is something that is prescribed?
   a. A car b. A report card c. A cold medicine d. An illness
4. What might be transplanted?
   a. A file b. A liver c. A can d. A shoe
5. What does a surgeon wear?
   a. Gloves b. Thick boots c. A swimming suit d. Goggles

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The child received treatment for his mental condition after he became depressed.
   _____
2. The medical students learned which processes were occurring inside living things.
   _____
3. Unicorns only exist in a situation people think about but will not happen.
   _____
4. When he begins his rule, people will have to change to the new situation.
   _____
5. At the relating to cells level, plants and animals are quite similar.
   _____
6. We thought his rules were too severe because they cannot be changed.
   _____
7. The lively and creative scientist invented a new formula to help stop aging.
   _____
8. The creative inventor was a first person to discover the process of electricity.
   _____
9. There is a specific number of events that come in an order in which to use the tools.
   _____
10. The brilliant doctor brought back to life the dead patient.
    _____

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The *surgeon* made a small cut into the patient's skin.
2. ____ The building materials must be *transferred* to the new site.
3. ____ The *rigid* rules were confusing because they changed all the time.
4. ____ The baby *prescribed* his mother to get a piece of candy.
5. ____ You can observe water's *transition* into ice when the temperature gets cold.
6. ____ Blood flow is a *biological* process.
7. ____ I never want to get a new house, so I *substitute* the one I have.
8. ____ The *dynamic* teacher thought of new and exciting teaching methods.
9. ____ Going to sleep at night is a *fantasy*.
10. ____ He needed plenty of rest after his liver *transplant*.
11. ____ The pieces must be put on the machine in the correct *sequence*.
12. ____ I admired how often he chose to be *respective*.
13. ____ My ney school is great. I can't *adapt* to my classes.
14. ____ Hot dogs are one of my favorite surgical foods to *revive*.
15. ____ The *heredity* expert can tell us how traits are passed on from a father.
16. ____ Please take the big, *cellular* pieces to the recycling center.
17. ____ The hours of *therapy* were worth it when I could move my arm again.
18. ____ He's always the last to understand a joke. He's such a *pioneer*.
19. ____ The *internal* roof got covered in snow after the storm.
20. ____ I was still hungry because I only ate a *minimal* amount of food at dinner.

The First Organ Transplant

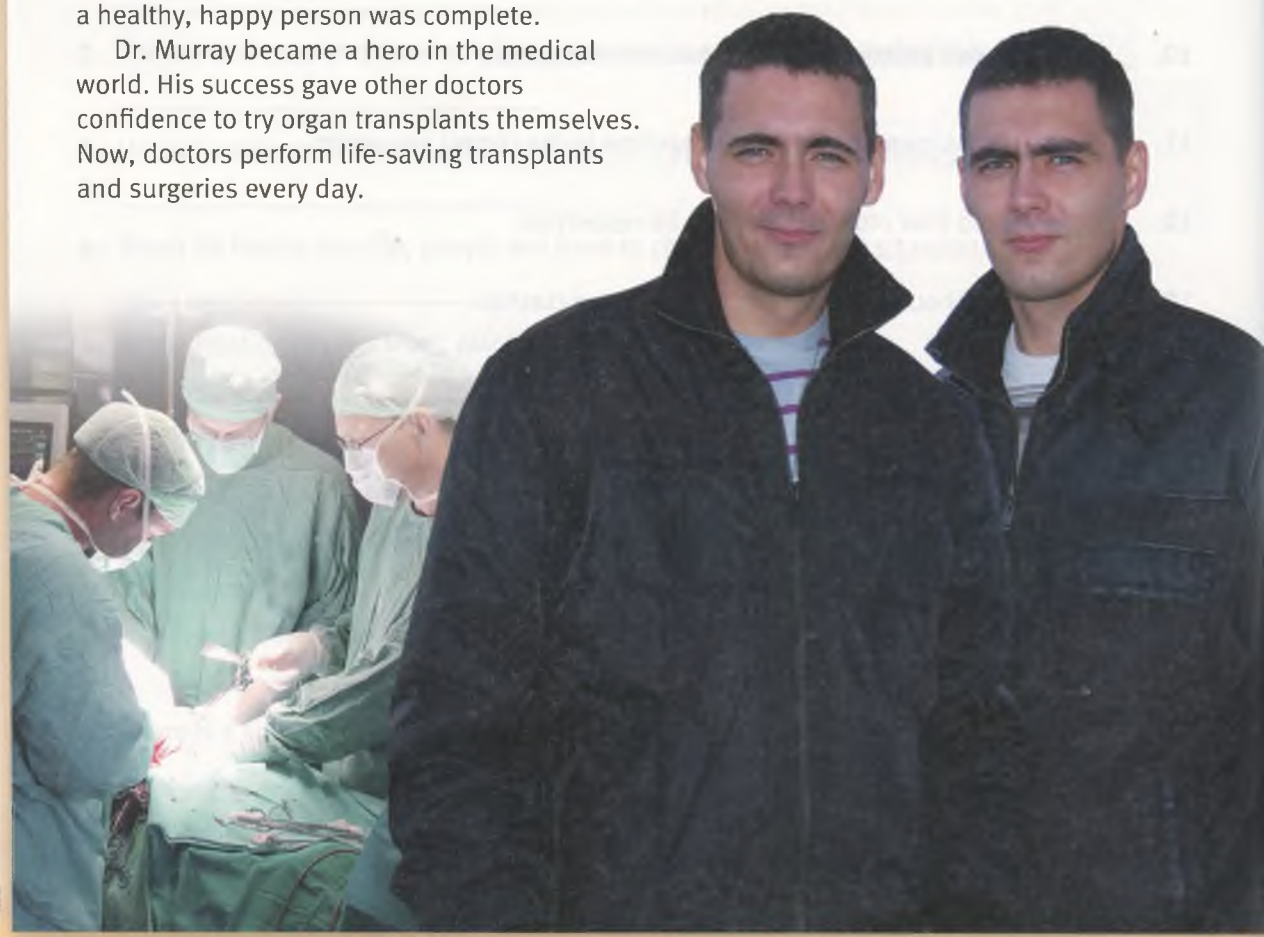
In 1954, a man named Richard was dying of kidney disease. He wouldn't survive for long unless he got a new kidney right away. Richard's twin brother, Robert, was willing to donate one of his kidneys to his dying brother. At the time, however, no doctor had ever performed a successful **internal** organ **transplant**. The idea of taking an organ out of one person and putting it into another was just a **fantasy**. But the brothers decided to be brave and found a doctor who could make organ transplants a reality.

Since Richard and Robert were twins, their **heredity** was identical. They had the exact same **biological** traits. Even their kidneys were identical on the **cellular** level. Therefore, Robert's working kidney could be **substituted** for Richard's bad one. Richard's body could **adapt** to the new organ if the operation was done correctly.

The twins went to Dr. Murray, who was a **pioneer** of new surgical methods. His **dynamic** team of **surgeons** performed the transplant. Dr. Murray made sure his surgeons followed a **rigid sequence** of directions so that no mistakes were made. First, they made a **minimal** cut in Richard's side and removed the bad kidney. Then, they made another small cut in Robert's side, removed his kidney, and **transferred** it into Richard's body. Finally, they sewed up the **respective** cuts. The entire operation only took about one hour.

After the surgery, it was clear that both brothers were going to be OK. The operation was confirmed a success. Richard's new kidney worked great! Doctors **prescribed** medicine for the pain caused by the surgery. Since Richard was still weak, he used physical **therapy** to **revive** his strength. At last, Richard's **transition** into a healthy, happy person was complete.

Dr. Murray became a hero in the medical world. His success gave other doctors confidence to try organ transplants themselves. Now, doctors perform life-saving transplants and surgeries every day.



Reading Comprehension

PART A **Mark each statement T for true or F for false. Rewrite the false statements to make them true.**

1. ____ Internal organ transplants were a fantasy after 1954.

_____

2. ____ Robert was a pioneer of new surgical procedures.

_____

3. ____ The twins' kidneys were identical on the cellular level because of their heredity.

_____

4. ____ The dynamic surgeons followed a rigid sequence of directions to avoid mistakes.

_____

5. ____ Richard's body adapted to the kidney that was transferred from his brother.

_____

PART B **Answer the questions.**

1. What was substituted in the passage?

_____

_____

2. What was true of the twin's biological traits?

_____

_____

3. What did the doctors prescribe to revive Richard's strength?

_____

_____

4. Where did the surgeons make minimal cuts in the respective bodies of each twin?

_____

_____

5. What was the result of Richard's transition after his therapy?

_____

_____

UNIT 28

Word List

aquarium [əkwéəriəm] *n.*

An **aquarium** is a building where fish and underwater animals are kept.

→ *We took a trip to the **aquarium** and saw a scary shark.*

arbitrary [á:rbitrèri] *adj.*

If something is **arbitrary,** it is not based on any plan or system, so it seems random.

→ *The classroom had many **arbitrary** rules that made me confused.*

autobiography [ɔ̀:təbaiάgrəfi] *n.*

An **autobiography** is a true story of a person's life written by that person.

→ *I read an **autobiography** about my favorite entertainer.*

convention [kənvénʃən] *n.*

A **convention** is behavior that is considered to be common or polite.

→ *In the US, a popular **convention** is to shake hands when you meet someone.*

gracious [gréiʃəs] *adj.*

If someone is **gracious,** then they are kind and helpful to those who need it.

→ *The operator was **gracious** enough to help me find his number.*

improve [imprú:v] *v.*

To **improve** something means to make it better.

→ *He studied hard to **improve** his test scores from the previous year.*

insulate [insəlèit] *v.*

To **insulate** something means to protect it from heat, cold, or noise.

→ *People can conserve energy by **insulating** their houses.*

intrigue [intrí:g] *v.*

To **intrigue** means to cause an interest in something or someone.

→ *Her mysterious past **intrigued** her new friend.*

longevity [lɑndʒévəti] *n.*

Longevity is the ability to live for a long time.

→ *Sea turtles have an amazing **longevity**.*

misplace [mispléis] *v.*

To **misplace** something means to lose it.

→ *I **misplaced** my wallet, and I didn't find it until a week later.*

naughty [nɔ́:ti] *adj.*

When children are **naughty**, they behave badly or do not do what they are told.

→ *The boy had to go to his room because he was being **naughty**.*

norm [nɔ:rm] *n.*

A **norm** is a way of behaving that is considered normal in a particular society.

→ *Wearing a heavy coat all summer is not considered a **norm** in the desert.*

orangutan [ɔ:rǽŋutæ̀n] *n.*

An **orangutan** is a large ape with red and brown hair and long arms.

→ ***Orangutans** use their long arms to swing from trees.*

overload [òuvərlóud] *v.*

To **overload** something means to put more things into it than it is meant to hold.

→ *If you **overload** the truck, it might crash.*

philanthropy [filǽnərəpi] *n.*

Philanthropy is the act of helping others, without wanting anything in return.

→ *The wealthy business owner is well known for his acts of **philanthropy**.*

probe [proub] *v.*

To **probe** into something means to ask questions to discover facts about it.

→ *The bank **probed** into his financial history to see if he qualified for a loan.*

recipient [risípiənt] *n.*

A **recipient** of something is the person who receives it.

→ *I was the **recipient** of four phone calls today.*

reptile [réptail] *n.*

A **reptile** is a cold-blooded animal that lays eggs and has skin covered with scales.

→ *Lizards are my favorite type of **reptile**.*

thrive [θraiv] *v.*

To **thrive** means to do well and be successful, healthy, or strong.

→ *He may be an old man, but he continues to **thrive**.*

ultimate [ʌ́ltəmit] *adj.*

When something is **ultimate**, it is the final result or aim of a long series of events.

→ *By trying hard in school, I will reach my **ultimate** goal of becoming a doctor.*

Exercise 1

Choose the answer that best fits the question.

1. What would you find at an aquarium?
   a. A blanket
   b. A squid
   c. A cow
   d. A coyote
2. What can you do to improve your grades?
   a. Copy them
   b. Study more
   c. Miss class
   d. Get less sleep
3. What is the ultimate result of going to college?
   a. Signing up for classes
   b. Taking many tests
   c. Getting a degree
   d. Dating
4. What happens if you insulate a house in the winter?
   a. Cold air stays outside.
   b. Fires cannot be lit.
   c. You can never get outside.
   d. It will float.
5. Who would most likely publish an autobiography?
   a. An important person
   b. A five-year-old
   c. A shy teenager
   d. A dead person

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. recipient
   a. an attempt
   b. a giver
   c. a friend
   d. a follower
2. misplace
   a. to try
   b. to help
   c. to find
   d. to declare
3. naughty
   a. wanting more
   b. over
   c. lacking
   d. behaving well
4. longevity
   a. short life
   b. plans
   c. answers
   d. tallness
5. thrive
   a. to create
   b. to do bad
   c. to agree
   d. to move around
6. gracious
   a. mean
   b. silly
   c. kind
   d. smart
7. norm
   a. abnormal
   b. common
   c. everyday
   d. average
8. intrigue
   a. to excite
   b. to bore
   c. to reassure
   d. to trust
9. arbitrary
   a. accidental
   b. solar
   c. random
   d. planned
10. probe
    a. to touch
    b. to open
    c. to ignore
    d. to build

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ Make sure to *misplace* your money so that you will always have it.
2. ____ The *orangutans* at the zoo swung so gracefully from the trees.
3. ____ The tigers in the *aquarium* loved to run and play.
4. ____ The greedy man loved *philanthropy*. He never offered to help anybody.
5. ____ The box broke when he *overloaded* it with books.
6. ____ The mechanics of computers *intrigue* me.
7. ____ The *longevity* of the rat was fifty centimeters.
8. ____ Plants will *thrive* if they are not given any water.
9. ____ The *naughty* girl always obeyed her mother.
10. ____ The *ultimate* result of the game was a win for the home team.
11. ____ Some people play the lottery in hopes that they will *improve* their lives.
12. ____ Paying for gasoline before pumping it is a *norm*.
13. ____ I *probed* the audience because I didn't want to hear what they had to say.
14. ____ Waiting your turn in line is a social *convention*.
15. ____ My dog is a great *reptile*.
16. ____ I *insulated* my room with blankets to keep the loud noises out.
17. ____ She was the *recipient* of the grand prize.
18. ____ Someday, I will write my father's *autobiography*.
19. ____ I don't want to play with you anymore. You make up *arbitrary* rules as we play.
20. ____ The store clerk was so *gracious*. He helped me find everything I was looking for.

The Lottery

Joe was watching television when he heard a knock at the door. He thought, "Who could that be? It's probably one of the **naughty** neighborhood children." Joe stood up and walked to the door. When he opened it, he saw a beautiful woman.

She said, "Good morning, Joe! I have great news. You're the **recipient** of this check for one million dollars! You won the lottery!"

Joe couldn't believe it. His mind was **overloaded** with emotions. Joe said, "Thank you! Thank you!"

After he calmed down, Joe made a photocopy of the check in case he **misplaced** the original one. He sat and thought about what he wanted to do with the money. He didn't want to spend it in an **arbitrary** way. Joe thought, "I know there are others who need this money more than I do. I've always loved animals, so I think I'll buy things for the zoo!"

Joe knew that the zoo was in bad shape. The cages were too small, and they weren't **insulated** from the cold. Animals couldn't **thrive** in such conditions.

He took out some stationery and wrote a letter to the zoo. He offered to help the zoo buy huge cages for the large mammals and **reptiles**. He offered to buy healthy food for the **orangutans** to increase their **longevity**. He even said that he would buy new glass walls for the **aquarium** because the old ones were cracked.

Joe's act of **philanthropy intrigued** the zookeeper. He **probed** Joe to learn why he spent his money to **improve** the zoo. It wasn't a social **convention** for a person to be so **gracious**.

Joe told the zookeeper, "I know it's not the **norm**, but my **ultimate** decision to help these animals is better than anything I could have done for myself. If I ever write an **autobiography**, I will write that this was the happiest day of my life."

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Joe was the recipient of a check because he won the lottery.

_____

2. ____ He wanted to buy new glass walls for the aquarium because the old ones were cracked.

_____

3. ____ If Joe wrote an autobiography, he would write about the norms of the overloaded aquarium.

_____

4. ____ Joe made a photocopy of the check in case he misplaced the original one.

_____

5. ____ When Joe opened the door, he saw one of the naughty neighborhood children.

_____

PART B Answer the questions.

1. What did Joe think the naughty children were doing to him?

_____

_____

2. Why did Joe take out stationery?

_____

_____

3. What did Joe improve to help the orangutans increase their longevity?

_____

_____

4. What was the purpose of the zookeeper wanting to probe Joe with questions?

_____

_____

5. If Joe were to write an autobiography, how would he describe this day?

_____

_____

UNIT 29

Word List

antique [æntíːk] *adj.*

If something is **antique**, it is very old and rare, and therefore valuable.

→ *My grandmother's **antique** rocking chair is worth a lot of money.*

applicant [ǽplikənt] *n.*

An **applicant** is someone who writes a request to be considered for a job or prize.

→ *Lots of **applicants** came into the store when the job position became available.*

artifact [ɑ́ːrtəfæ̀kt] *n.*

An **artifact** is an old object made by humans that is historically interesting.

→ *We studied **artifacts** from an ancient Chinese settlement.*

authentic [ɔːθéntik] *adj.*

When something is **authentic**, it is not false or a copy of the original.

→ *We ate **authentic** Italian food on our vacation to Rome.*

chronology [krənɑ́lədʒi] *n.*

The **chronology** of a series of past events is when they happened.

→ *We learned the **chronology** of World War II in history class.*

diplomat [dípləmæ̀t] *n.*

A **diplomat** is a representative of a country who works with another country.

→ *The Spanish **diplomat** discussed trade issues with officials in Peru.*

epic [épik] *n.*

An **epic** is a long book, poem, or movie about a period of time or a great event.

→ *The poet wrote an **epic** about the great discoveries of the past thousand years.*

excerpt [éksəːrpt] *n.*

An **excerpt** is a short piece of writing or music taken from a larger piece.

→ *I didn't listen to the entire symphony online, but I did play an **excerpt**.*

fossil [fɑ́sl] *n.*

A **fossil** is the hard remains of a prehistoric animal or plant.

→ *The expert arranged the **fossils** to build the skeleton of the dinosaur.*

humiliate [hjuːmílièit] *v.*

To **humiliate** someone means to make them feel ashamed and embarrassed.

→ *I was **humiliated** when I tripped and fell down in front of the whole school.*

lyric [lírik] *adj.*

When a poem is considered **lyric**, it is written in a simple and direct style.

→ *I enjoy reading and creating my own **lyric** poetry.*

majesty [mǽdʒisti] *n.*

Majesty is supreme greatness or authority.

→ *You should address the king and queen as your **majesty**.*

monarch [mánərk] *n.*

The **monarch** of a country is the king, queen, emperor, or empress.

→ *The **monarch** lived in a beautiful palace with a grand gate.*

precede [prisíːd] *v.*

To **precede** something means to come before it.

→ *The hurricane was **preceded** by a moment of still wind and clear sky.*

punctual [pʌ́ŋktʃuəl] *adj.*

When someone is **punctual**, they do something or arrive at the right time.

→ *My mother hates being late. She is the most **punctual** person I know.*

recruit [rikrúːt] *v.*

To **recruit** people means to select them to join or work for an organization.

→ *We successfully **recruited** someone to be the new manager.*

refund [ríːfʌnd] *n.*

A **refund** is money given back to a person when an item is returned to a store.

→ *I asked for a **refund** because the shoes I bought were too tight.*

register [rédʒəstəːr] *n.*

A **register** is an official list or record of people or things.

→ *At a wedding there is **register** for all of the guests to sign.*

renown [rináun] *n.*

Renown is the quality of being well known due to having done good things.

→ *Michael is a singer of great **renown** in New Zealand.*

tusk [tʌsk] *n.*

A **tusk** is a long, curved, pointed tooth of an elephant, boar, or walrus.

→ *Sadly, some people hunt elephants and remove their **tusks** to sell them.*

Exercise 1

Choose the answer that best fits the question.

1. Which of the following might humiliate someone?
   a. Spilling a drink
   b. Getting a new car
   c. Working ten hours
   d. Sitting down

2. What might be antique?
   a. A sweet fruit
   b. An old sofa
   c. A good father
   d. A cell phone

3. Who is referred to as her majesty?
   a. A queen
   b. A student
   c. A mother
   d. A teacher

4. Where might a job applicant go for job?
   a. An abandoned house
   b. A store with an available position
   c. A sandy beach
   d. A graveyard

5. What precedes waking up in the morning?
   a. Going to sleep
   b. Going to school
   c. Buying a new bed
   d. Shopping

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

antique	refund	monarch	artifact	authentic
register	Majesty	tusks	fossil	applicants

The statue of the walrus had long, beautiful 1_____.
The 2_____ piece was over a hundred years old and quite valuable.

Many stories have been told about the powerful 3_____.
All of the king's servants addressed him as "Your 4_____."

The college must decide who to accept among thousands of 5_____.
The most qualified will add their names to the elite 6_____.

I now see that my new leather boots are not 7_____.
I need to take these fake boots back to the store and get a 8_____.

Mark thought that the old bone he found was a dinosaur 9_____.
However, it turned out to be a man-made 10_____.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. humiliate
   a. impress b. entertain c. destroy d. embarrass
2. diplomat
   a. a representative b. a user c. a creature d. a joker
3. punctual
   a. hurried b. on time c. too loud d. brave
4. precede
   a. to fail b. to quit c. to rely d. to go first
5. register
   a. a control b. a list c. an apartment d. a grave

Exercise 4

Write a word that is similar in meaning to the underlined part.

1. The circus performer held on to the elephant's long, curved tooth.

   _____

2. The salesman assured me that the artwork was not false or an imitation.

   _____

3. At the end of the year, our club will select a new person to join.

   _____

4. Janet isn't able to arrive at the right time at all. She's late to school every day.

   _____

5. It is difficult to follow the series of past events and times of computer programming.

   _____

6. DNA can be taken from a part of hard remains from a prehistoric animal.

   _____

7. Please stand and read a(an) short piece of writing taken from a larger piece.

   _____

8. I took a class at the university where I wrote simple and direct poetry.

   _____

9. *The Iliad* is an wonderful long book about great events.

   _____

10. Her mother was a dancer of some quality of being well known for doing good things.

    _____

Jen's New Job

The history museum needed to **recruit** a new tour guide. The director interviewed dozens of **applicants** before he decided to hire Jen. She was chosen because she was friendly, **punctual** and had a great attitude.

On her first day, Jen got to work and prepared to give her first tour. She looked at the names on the **register**. She saw that the Queen of England and a **diplomat** were visiting the museum. She thought, "It's my very first day, and I have to impress a **monarch**! I hope I don't **humiliate** myself in front of a person of such **renown**!"

Jen was nervous. She took a deep breath and said, "Hello, everyone! I'm going to talk to you about the **chronology** of ancient Egypt." As she turned around to show the group some **artifacts**, she bumped into a **fossil** of an **authentic** elephant **tusk**. It fell to the ground and broke into a million pieces! "Oh no!" said Jen in a subtle voice. "I sure hope the rest of the tour goes better than this!"

The rest of the tour did not go any better. She tripped over an **antique** vase and broke a piece off of it. As she was reading an **excerpt** from a **lyric** poem, she sneezed and tore a page of the **epic**.

After the tour, Jen approached the queen to apologize. She said, "I'm sorry, Your **Majesty**. I was a terrible tour guide. Let me give you a **refund** for the money you spent."

The queen laughed. She said, "I don't want my money back, Jen. I loved the tour. You just have to be a little more careful and work hard to become the best at your job. Hard work **precedes** success."

Jen smiled and thanked the queen. She decided to be extra careful from then on. She was persistent and worked hard. In time, Jen became the best tour guide at the museum.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The museum director interviewed dozens of applicants when he recruited a new tour guide.

_____

2. ____ Jen did not want to humiliate herself in front of the diplomat and the monarch.

_____

3. ____ The queen bumped into the fossil of an authentic elephant tusk.

_____

4. ____ Jen was chosen for the job because she was friendly, punctual, and had a register.

_____

5. ____ Jen broke artifacts, including an antique vase.

_____

PART B Answer the questions.

1. What did Jen say she hoped for in a subtle voice?

_____

_____

2. What chronology did Jen want to talk about to her tour group?

_____

_____

3. What happened as Jen was reading the excerpt from the epic lyric poem?

_____

_____

4. Why did Jen offer her majesty a refund?

_____

_____

5. What precedes success, according to the queen?

_____

_____

UNIT 30

Word List

burden [bə́:rdn] *n.*

A **burden** is a serious or difficult responsibility.

→ *Children who do not behave are a **burden** to their parents.*

compromise [kámprəmàiz] *v.*

To **compromise** is to agree to something that is not exactly what you want.

→ *We both **compromised** about the game we decided to play.*

craft [kræft] *v.*

To **craft** something is to make it using skill.

→ *She **crafted** the bookcase out of solid pine wood and then painted it.*

crook [kruk] *n.*

A **crook** is someone who is not honest or who commits crimes.

→ *The manager was arrested by the police for being a **crook**.*

currency [kə́:rənsi] *n.*

Currency is the form of money used in a certain place.

→ *Elizabeth had to exchange her dollars for foreign **currency**.*

enigma [inígmə] *n.*

An **enigma** is someone or something that is mysterious or hard to understand.

→ *The theft of the paintings is an **enigma** to the investigators.*

fragile [frǽdʒəl] *adj.*

When people or things are **fragile**, they are not strong and can be damaged easily.

→ *The **fragile** glassware was carefully packed into boxes.*

hybrid [háibrid] *n.*

A **hybrid** is a mixture of different things or styles.

→ *In Greek mythology, a centaur is a **hybrid** of a man and a horse.*

innocence [ínəsns] *n.*

Innocence is a lack of experience of difficult or complex things in life.

→ *Everyone who met her found her **innocence** to be charming.*

merge [mə:rdʒ] *v.*

To **merge** two things is to combine them into one whole thing.

→ *The storm clouds **merged** into one large menacing cloud that filled the sky.*

moderate [mɑ́dərèit] *adj.*

When something is **moderate**, it is not too big or too small in size or amount.

→ *It takes a **moderate** amount of patience to be around small children all day.*

overwhelm [òuvərhwélm] *v.*

To **overwhelm** is to exist in such a large amount that someone cannot deal with it.

→ *The amount of homework her teacher assigned has **overwhelmed** her.*

perception [pərsépʃən] *n.*

A **perception** of a situation is a way of thinking about it or understanding it.

→ *Since he couldn't see, his **perception** of life was much different than mine.*

reunion [ri:jú:njən] *n.*

A **reunion** is the meeting of people or things that have been separated.

→ *Every summer we have a family **reunion** at the lake.*

rig [rig] *v.*

To **rig** something means to dishonestly arrange it.

→ *The bad politician **rigged** the election so that he would win.*

shiver [ʃívə:r] *n.*

A **shiver** is a shaking movement the body makes when someone is cold or scared.

→ *I got **shivers** on my way home because it was so cold.*

sociable [sóuʃəbəl] *adj.*

When someone is **sociable**, they are friendly.

→ *Many of my good friends are **sociable**, but I am shy.*

talkative [tɔ́:kətiv] *adj.*

When someone is **talkative**, they talk a lot.

→ *My aunt is very **talkative** whenever she is on the phone.*

tow [tou] *v.*

To **tow** something is to pull it.

→ *The truck was **towing** a trailer behind it.*

tramp [træmp] *v.*

To **tramp** is to put your feet down in a loud, heavy way as you walk.

→ *The baby **tramped** across the floor as he was learning to walk.*

Exercise 1

Choose the answer that best fits the question.

1. If you are an enigma, you are _____.
   a. funny b. mysterious c. dishonest d. sleepy
2. If someone is too talkative during a movie, then others may _____.
   a. get sleepy b. get angry c. start to sing d. join in
3. If someone has shivers, what should they do?
   a. Stop running b. Put on a sweater c. Be quiet d. Sit down
4. How should someone deal with another that is overwhelming them?
   a. Ask for help b. Forget it c. Keep quite d. Cry
5. Which of the following would have the most innocence?
   a. A grandparent b. A sea captain c. A teen d. A president
6. What would someone consider a burden?
   a. Working two jobs b. A happy child c. Resting d. Taking a walk
7. If someone exercised a moderate amount, they would be _____.
   a. stressed b. healthy c. very ill d. a good leader
8. Who would you probably see at a reunion?
   a. Your family b. The police c. Your boss d. Your barber
9. Where would a crook most likely end up for doing something wrong?
   a. At church b. In jail c. In school d. On vacation
10. What is a boat most likely to tow behind it?
    a. A trailer b. A water skier c. A fisherman d. A rocket

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. I met a very friendly girl on my first day of school.
   _____
2. Marty walked heavily across the kitchen to the back door.
   _____
3. That lovely dresser was skillfully made from oak.
   _____
4. The man had dishonestly changed the game so that he would win every time.
   _____
5. The paint colors combined to make new ones on the canvas.
   _____

Exercise 3

Choose the one that is similar in meaning to the given word.

1. fragile
   a. sturdy b. strong c. robust d. weak
2. shiver
   a. jump b. fall c. shake d. stand
3. currency
   a. money b. recent c. waves d. spend
4. overwhelm
   a. too much b. not enough c. completed d. unfinished
5. sociable
   a. rude b. friendly c. cunning d. wise
6. craft
   a. to bend b. to make c. to ruin d. to stir
7. enigma
   a. public b. dramatic c. mystery d. parent
8. crook
   a. thief b. hermit c. wizard d. warrior
9. merge
   a. to pull apart b. to float c. to carry d. to combine
10. burden
    a. a deal b. a resolution c. an order d. a hard responsibility

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ Let's *compromise* and do exactly what I want.
2. ____ Jill's *perception* of the movie was opposite to many viewers.
3. ____ The temperature in here is too *moderate*. I'm freezing!
4. ____ We had a *reunion* yesterday. I haven't seen her for years.
5. ____ Tonya's new car is a *hybrid* that runs on gas and electricity.
6. ____ It is such *burden* to drive two hours to work each day.
7. ____ The *enigma* was so simple that a child could find a solution.
8. ____ Her *innocence* reminded many of us when we were young.
9. ____ I *crafted* the airplane out of pieces of old wood.
10. ____ The snake *tramped* quietly on its stomach.

The Demon's Bridge

A young woman's cow had crossed the river in the morning when the water level was **moderate**. But when the woman returned with her dog to get the cow, she was **overwhelmed** by how high the water had risen. Even if she crossed, she still couldn't **tow** her cow back through the river.

"What am I going to do?" she wondered.

Suddenly, a man appeared across the river. "A **fragile** young lady like you shouldn't have to struggle across a river," he said. "I'll build you a bridge."

The man was an **enigma**. The young woman's **perception** of him was that he was a **sociable** person. He was **talkative**, yet something was strange about him.

"I don't want to be a **burden** to you, sir," the woman replied.

"Don't worry," he told her as he began **crafting** a bridge. He **merged** the pieces of the bridge together with amazing speed. Soon, it was finished.

"Oh, but how can I pay you for your work? Let's **compromise**. I am sure that we can find a fair solution. What do you think?" The woman asked.

"The only **currency** I need is the first living thing that crosses the bridge," the man replied.

She thought, "This deal sounds weird. Maybe he's actually a river demon." She **shivered** because she realized that he had taken advantage of her **innocence** and **rigged** the deal somehow. But she had a plan of her own. She pulled a piece of bread from her pocket and threw it across the bridge. Her dog ran after it.

"The dog is the first living thing across the bridge," she said to the man.

The man was angry. He suddenly changed into a **hybrid** of a human and a fish. "You **crook**!" he shouted. "You tricked me. I have no use for your dog!" He screamed and dove into the river.

The woman **tramped** across the bridge to the other side and had a happy **reunion** with her dog and cow.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The woman's perception was that though the man was talkative and sociable, he was also an enigma.

_____

2. ____ When the young woman returned, she was overwhelmed by the moderate water level.

_____

3. ____ The fragile young woman thought she might be a burden to the man.

_____

4. ____ While crafting the bridge, the man merged the pieces with amazing speed.

_____

5. ____ The woman tramped across the bridge and had a happy reunion with the man.

_____

PART B Answer the questions.

1. What did the man change into a hybrid of after the dog crossed the bridge?

_____

_____

2. Why was the young woman unable to tow her cow across the river?

_____

_____

3. What currency did the man ask to compromise?

_____

_____

4. Why did the young woman shiver?

_____

_____

5. What did the water demon call the woman just before he dove into the river?

_____

_____

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4000 Essential English Words

6

Paul Nation

4000 Essential English Words 6

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Paul Nation

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Introduction

About the Vocabulary

The 600 words in each book of this series along with the additional target words presented in the appendices included in the first three books of the series are the most useful words in English. They were found by analysis of a collection of English course books from various levels in the primary, secondary and tertiary school systems. The words included in this series were chosen because they occurred many times in different levels of these materials. Because of the way
that they were chosen, these words have the following characteristics:

1 They are useful in both spoken and written English. No matter what English course you are studying, the words in these books will be of value to you.

2 Each word in these books is a high-frequency word. This means that the effort in learning the words is well repaid by the number of times learners have a chance to encounter or use them.

3 These books as a whole cover a large proportion of the words in any spoken or written text. They cover at least 80% of the words in newspapers and academic texts, and at least 90% of the words in novels. They also cover at least 90% of the words in conversation.

About the Books

The activities in these books are specially designed to make use of important learning conditions. Firstly, the words are introduced using sentence definitions and an example sentence. The activities that follow in the units encourage learners to recall the meanings and forms of the words. Some activities also make the learners think about the meaning of the words in the context of a sentence—a sentence different from the sentences that occurred in the introduction of the words. Moreover, each unit ends with a story containing the target words. While reading the story, the learners have to recall the meanings of the words and suit them to the context of the story. Such activities help learners develop a better understanding of a common meaning for a given word which fits the different uses.

Illustrations for each target word are provided to help learners visualize the word as it is being used in the example sentence. These word/image associations aim to help students grasp the meaning of the word as well as recall the word later.

It should be noted that words have more than one grammatical category. However, this series focuses on the word's most common form. This is mentioned to remind learners that just because a word is labeled and utilized as a noun in this series does not mean that it can never be used in another form such as an adjective. This series has simply focused on the word in the form that it is most likely to be expressed.

Supporting Learning with Outside Activities

A well-balanced language course provides four major opportunities for learning: learning through input, learning through output, deliberate learning, and fluency development. The highly structured activities in these books support all four types of learning opportunities. In addition, learning can further be supported through the following activities:

1 Have students create vocabulary cards with one word from the unit on one side of the card and the translation of the word in the student's first language on the other side. Students should use the cards for study in free moments during the day. Over several weeks, students will find that quick repeated studying for brief periods of time is more effective than studying for hours at one sitting.

2 Assign graded readers at students' appropriate levels. Reading such books provides both enjoyment as well as meaning-focused input which will help the words stick in students' memory.

3 Practice reading fluency to promote faster recall of word meaning for both sight recognition and usage. Compass Publishing's *Reading for Speed and Fluency* is a good resource for reading fluency material.

4 Include listening, speaking, and writing activities in classes. Reinforcement of the high-frequency vocabulary presented in this series is important across all the four language skills.

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UNIT 1

Word List

alleviate [əlíːvièit] *v.*

To **alleviate** pain or suffering means to make it less intense or severe.

→ *She needed something to **alleviate** the pain in her back.*

astrology [əstrɑ́lədʒi] *n.*

Astrology is the study of the stars in the belief that they influence people's lives.

→ *Jack, who studies **astrology**, believes that the stars can predict the future.*

differentiate [dìfərénʃièit] *v.*

To **differentiate** things or people is to show the difference between them.

→ *It was hard to **differentiate** between the identical twins.*

disrupt [disrʌ́pt] *v.*

To **disrupt** something or someone is to prevent them from working.

→ *The loud crash **disrupted** the class lecture.*

equation [i(ː)kwéiʒən] *n.*

An **equation** is a math operation to determine the value of something.

→ *I used the Pythagorean theorem to solve the **equation**.*

err [əːr] *v.*

To **err** means to make a mistake.

→ *The pilot **erred** in his estimate of the time it would take to make the trip.*

erroneous [iróuniəs] *adj.*

When something is **erroneous**, it is incorrect or only partly correct.

→ *The child held the **erroneous** belief that time machines were real.*

frantic [frǽntik] *adj.*

If people or things are **frantic**, they behave in a wild way because they are frightened

→ *The cat became **frantic** when I tried to give it a bath.*

hull [hʌl] *n.*

The **hull** of a boat or tank is the main body of it.

→ *After the wreck at sea, the ship's **hull** was the last part to sink.*

inadvertent [inədvə́ːrtənt] *adj.*

When an action is **inadvertent**, it is done without realizing what you are doing.

→ *She made an **inadvertent** error when she knocked over the nail polish.*

improvise [imprəváiz] *v.*

To **improvise** something is to do it with whatever is available or without planning.

→ *There was no meat for the pizza, so we **improvised** with what was in the fridge.*

latitude [lǽtətjùːd] *n.*

The **latitude** of a place is its distance from the equator.

→ *The device was able to tell the traveler his exact **latitude**.*

mariner [mǽrənəːr] *n.*

A **mariner** is a sailor.

→ *The old **mariner** used his telescope to find the shore.*

multitude [mʌ́ltitjùːd] *n.*

A **multitude** of things or people is a very large number of them.

→ *A **multitude** of people were waiting at the airport.*

nuisance [njúːsəns] *n.*

A **nuisance** is a person or thing that is annoying or causes a lot of problems.

→ *The teenager considered her noisy little brothers to be quite a **nuisance**.*

permanence [pə́ːrmənəns] *n.*

The **permanence** of something is its ability to last forever.

→ *Poor results will threaten the **permanence** of the new teaching system.*

revolve [riválv] *v.*

To **revolve** around something is to keep it as the main feature or focus.

→ *My life **revolves** around sports.*

soothe [suːð] *v.*

To **soothe** means to calm someone who is angry or upset.

→ *The mother **soothed** her crying baby by rocking him in her arms.*

stranded [strǽndid] *adj.*

If someone is **stranded**, they are prevented from leaving a place.

→ *When the plane left, my sister and I were **stranded** in China.*

volatile [válətil] *adj.*

When something is **volatile**, it is likely to change suddenly and unexpectedly.

→ *The **volatile** volcano might explode at any moment.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. He chose to paint a picture on the main body of the boat.

   _____

2. When the plane crashed on the island, the passenger knew he was prevented from leaving.

   _____

3. I admired the very large number of stamps in his collection.

   _____

4. I took some aspirin to make less my back pain.

   _____

5. The countries were concerned about the treaty's ability to last forever.

   _____

6. Australia's distance from the equator is less extreme than I imagined.

   _____

7. I'm still not sure if the math operation I did was correct.

   _____

8. When the rats got out of the cage, the girl was behaving in a wild way because of fear.

   _____

9. The incorrect or partly correct information gave us the wrong idea about the president.

   _____

10. When he forgot his rope at home, he had to make one using whatever was available.

    _____

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

nuisance	latitude	soothed	multitude	mariners
frantic	hull	erroneous	volatile	stranded

When the heat was turned off, we became quite 1_____.
When it finally came back on, our concerns and fears were 2_____.

The iceberg caused severe damage to the ship's 3_____.
The motor stopped working, and the ship became 4_____.

When he has too much to drink, he can become quite 5_____.
His unpredictable behavior is not dangerous, but he is a 6_____.

During our journey, we arrived at the wrong 7_____.
I suppose our calculations were 8_____.

When the ship came in, I was surprised at the number of 9_____.
I thought there would only be a few sailors, but there was a 10_____.

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ She loves to *improvise* peanut butter and jelly sandwiches for lunch.
2. ____ Ice packs are sometimes used to *alleviate* headaches.
3. ____ This math book is full of *equations* for students to practice.
4. ____ The expert in *astrology* went to work every day to study rocks and soil.
5. ____ This math problem is tricky, so be careful not to *err*.
6. ____ The *permanence* of the flood was gone in a couple of days.
7. ____ After months of planning, the *inadvertent* decision to sell the company was carried out.
8. ____ The Earth and other planets *revolve* around the sun.
9. ____ Two flat tires *disrupted* our drive to the countryside.
10. ____ What *differentiates* Dan from his brother is Dan's unmatched love of sports.

The North Star

Among the **multitude** of stars in the universe, there are a couple that are of great importance to people on Earth. The sun, of course, is one of them. The other is known as Polaris, the North Star. Polaris is special because it is the only star that always appears to be in the same place in the sky. Therefore, Polaris is a great compass. When people in the northern hemisphere of Earth look toward Polaris, they can be certain that they are facing north. The **permanence** of Polaris in the north sky has helped countless people find their destinations.

Before the invention of modern navigation tools, **mariners** relied on Polaris. From the top of their **hulls**, sailors would look for Polaris to figure out their place at sea. They figured out the angle between the star and the horizon to determine their **latitude**. As long as the **equations** weren't **erroneous**, the results were very reliable. Polaris also let sailors determine North, South, East, and West. By knowing directions and their location, mariners could easily navigate their ships.

To those who sail at night, **volatile** storms and dark clouds were more than **nuisances**. They could **disrupt** entire journeys by blocking the view of Polaris. A captain could **err** and make an **inadvertent** wrong turn. The ship could become **stranded** at sea, and the **frantic** captain would have no way to **improvise** to get the ship back on the right course. The mariner's fears wouldn't be **soothed** until the clouds cleared and Polaris came back into view. Even today, sailors sometimes opt to navigate by using Polaris on clear nights.

It's not difficult to **differentiate** Polaris from other stars. The Big Dipper, a constellation that is well known in **astrology**, appears to **revolve** around Polaris. The handle of the Big Dipper always points to the North Star. When people get lost, it's comforting to know that their problems can be **alleviated** by looking at the sky.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Even today, sailors opt to improvise by using Polaris on clear nights.

2. ____ A ship could become stranded if a captain erred and made an inadvertent wrong turn.

3. ____ People who are lost can be alleviated by gazing up at a frantic sky.

4. ____ Volatile storms were more than nuisances because they disrupted entire journeys.

5. ____ It is not difficult to differentiate Polaris from the multitude of other stars in the universe.

PART B Answer the questions.

1. How did mariners determine their latitude from the top of their hulls?

2. What has the permanence of Polaris done for people?

3. How did sailors figure out latitude?

4. What well-known constellation in astrology revolves around Polaris?

5. On a cloudy night, when would a mariner finally feel soothed?

UNIT 2

Word List

arduous [ɑ́rdʒuəs] *adj.*

When something is **arduous**, it demands great effort or labor.

→ *The explorers began their **arduous** hike up the steep mountain.*

attain [ətéin] *v.*

To **attain** something means to gain or achieve it, often after a lot of effort.

→ *In two more years, I will **attain** my high school diploma.*

coexist [kòuigzíst] *v.*

To **coexist** with something means to exist with it in the same time and place.

→ *Our pets **coexist** at our home with little or no problems.*

conceive [kənsíːv] *v.*

To **conceive** something means to be able to imagine or believe it.

→ *The child could not **conceive** the actual size of the Earth.*

dubious [djúːbiəs] *adj.*

When something or someone is **dubious**, they are not considered honest.

→ *The police thought that the man's description of the crime was **dubious**.*

ego [íːgou] *n.*

An **ego** is a person's sense of their own worth.

→ *Kelly's **ego** made her think that she was some kind of a superhero.*

elastic [ilǽstik] *adj.*

Elastic is a rubber that stretches when it is pulled.

→ *He attached the **elastic** bungee to his legs before he jumped off the platform.*

endeavor [endévər] *n.*

An **endeavor** is an attempt to do something, especially something new or original.

→ *The company's new advertising **endeavor** ended in a horrible failure.*

engrave [ingréiv] *v.*

To **engrave** means to cut a design or words into the surface of something.

→ *The couple **engraved** their names onto the old pine tree.*

excavate [ékskəvèit] *v.*

To **excavate** means to dig on land and remove dirt to look for something.

→ *The team wishes to **excavate** the site in hopes of finding fossils.*

jagged [dʒægɪd] *adj.*

When something is **jagged**, it has a tough, uneven shape or edge.

→ *The swimmer was hurt when he fell on the **jagged** rocks.*

locale [loukæl] *n.*

A **locale** is a small area or place where something specific happens.

→ *The spa was the perfect **locale** for my mother to relax and enjoy her vacation.*

mold [mould] *n.*

A **mold** is a hollow container that is used to make certain shapes.

→ *Using a cupcake **mold** will ensure that they come out just right.*

outright [áutràit] *adj.*

When something is **outright**, it is open and direct.

→ *Everyone knew that the boy's story was an **outright** lie.*

periphery [pəri:fəri] *n.*

The **periphery** of an area, place, or thing is the edge of it.

→ *A beautiful floral pattern is on the **periphery** of the stationery.*

plaster [plæstər] *n.*

Plaster is a smooth paste that gets hard when it dries.

→ *He used **plaster** to fill in the cracks in the old walls.*

shovel [ʃʌvəl] *n.*

A **shovel** is a tool with a long handle that is used for digging.

→ *The boy grabbed his **shovel** and got all of the snow off of the sidewalk.*

skeletal [skélətl] *adj.*

When something is **skeletal**, it relates to bones in the body.

→ *We studied the **skeletal** system in anatomy class.*

terrestrial [təréstriəl] *adj.*

If something is **terrestrial**, it relates to Earth.

→ *There are billions of **terrestrial** life forms.*

vicious [víʃəs] *adj.*

When something or someone is **vicious**, they are violent and cruel.

→ *The **vicious** dog tried to bite the small child.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. He chose to make his sculpture out of a smooth paste that hardens when it dries.

   _____

2. Our violent and cruel boss forced us to work twelve hours in a row without a break.

   _____

3. The race was close, so it was difficult to determine an open and direct winner.

   _____

4. This is the perfect small area where something happens for a picnic.

   _____

5. Truck drivers often stay awake for many hours to make their difficult and tiring drives.

   _____

6. The salesperson's claim seemed quite dishonest, unsafe, and unreliable.

   _____

7. Mike was thrilled to pass the driving test and gain his driver's license.

   _____

8. Physics on the moon are much different than Earth-related physics.

   _____

9. The prisoners were unable to imagine and believe a plot for escaping the jail.

   _____

10. To plant these seeds, I will first need to buy a tool used for digging.

    _____

Exercise 2

Choose the answer that best fits the question.

1. What might a person with a large ego say?
   a. "I am the best." b. "I can't do it." c. "I'm hungry." d. "I'm sorry."
2. Which is likely to be jagged?
   a. A doll b. A cliff c. A cloud d. A pillow
3. Which is likely to be excavated?
   a. Water b. A sofa c. A computer d. The ground
4. What is part of the skeletal system?
   a. The skin b. The tongue c. The skull d. The fingernails
5. What is an example of an endeavor?
   a. Waking up b. Inventing a new machine
   c. Making coffee d. Combing your hair

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The alarm clock was set to *endeavor* every morning at seven A.M.
2. ____ Experts *excavated* the site in hopes of finding an ancient city buried underneath.
3. ____ Everyone loved to hug and kiss the *vicious* baby.
4. ____ The elephant is one of the largest *terrestrial* animals still in existence.
5. ____ The *dubious* chocolate ice cream is a favorite treat at the restaurant.
6. ____ The concerned owner built a fence along the *periphery* of the parking lot.
7. ____ Preparing for the difficult test was an *arduous* task for the nervous students.
8. ____ You'll need a *shovel* if you plan on getting on top of the roof.
9. ____ The delicate flower was a *jagged* addition to the arrangement.
10. ____ Children cheered as the circus clown *attained* balloons into different shapes.
11. ____ He filled the ugly holes in the ceiling with *plaster*.
12. ____ At the factory, the workers made screws by pouring liquid metal into a *mold*.
13. ____ I hope she is able to *engrave* all of her homework before school tomorrow.
14. ____ I cannot *conceive* the reason why he would act in such a mean way.
15. ____ The small fights and arguments eventually led to an *outright* war.
16. ____ When the glass vase fell to the floor, we heard an *elastic* sound.
17. ____ She bought a cute new *ego* from the pet store today.
18. ____ We need to choose a *locale* for Brian's birthday party.
19. ____ Derrick bought a *skeletal* from that new clothing store downtown.
20. ____ Although they were rivals, the stores were able to *coexist* in the same neighborhood.

The Fossil Hunters

Tim and Dean were great fossil hunters. They were the very best at finding dinosaur bones. Although Tim and Dean were quite similar, they were **outright** enemies. The two men got into **vicious** arguments all the time. They couldn't **coexist** peacefully because their **egos** were too large. Tim thought he was the best fossil hunter, while Dean was sure that he was much better than Tim.

One day, Tim was searching for fossils on the **periphery** of the city when he discovered a huge bone. He had never seen anything like it! He took his **shovel** and carefully **excavated** the dirt around it. As he dug, he uncovered more **jagged** bones. He realized that he had found an entire dinosaur skeleton! Tim couldn't **conceive** a plan to remove the huge skeleton all by himself. Such an **endeavor** would be too **arduous**. He needed help. He tried to think of people who would be capable of helping him remove the skeleton without breaking it. The only person Tim could think of was Dean, his enemy.

Tim ran into the city to find Dean. Tim found him and said, "Dean, I've found the **skeletal** remains of a huge **terrestrial** animal. But I can't get the skeleton out by myself. Will you please help me?

Dean thought that Tim's claim might be **dubious**. He replied, "If you're serious about the skeleton, I'll help."

Tim excitedly showed Dean the skeleton's **locale**. They worked together to carefully remove each bone. And to keep the bones together, they tied them with **elastic** strips. When they were finished, they had **attained** a perfect skeleton. They used **plaster** to make a **mold** of the dinosaur's skull. They **engraved** their initials into it and gave it to the curator of a local museum.

Tim and Dean found out that they could work very well together. They decided to end their feud and become friends. By combining their talents, the men became even greater than they were before.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Tim and Dean were outright enemies who got into vicious arguments.

_____

2. ____ Tim and Dean removed the jagged bones and used elastic to attain them.

_____

3. ____ Tim couldn't conceive a plan to remove the bones because the endeavor would be too arduous.

_____

4. ____ Dean thought that Tim's ego might be dubious.

_____

5. ____ When Tim excavated the land, he uncovered many engraved bones.

_____

PART B Answer the questions.

1. Why couldn't Tim and Dean coexist peacefully?

_____

_____

2. What did Tim use his shovel to do?

_____

_____

3. What was Tim doing on the periphery of the city?

_____

_____

4. What did the fossil hunters do to the plaster mold before they gave it to the curator?

_____

_____

5. What did Dean say before he went to the locale of the terrestrial animal's skeletal remains?

_____

_____

UNIT 3

Word List

absurd [əbsə́:rd] *adj.*

If something or someone is **absurd**, they are ridiculous.

→ *That group of people making animal noises sounds completely **absurd**.*

anemia [əní:miə] *n.*

Anemia is a blood condition that causes a person to be pale and tired.

→ *When she first developed **anemia**, she became tired often.*

aristocracy [æ̀rəstɑ́krəsi] *n.*

The **aristocracy** is the highest class of people in certain societies.

→ *Most members of the **aristocracy** were very well-fed.*

aristocrat [ərístəkræ̀t] *n.*

An **aristocrat** is a person who is of the highest class in certain societies.

→ *The **aristocrat** did not need a job because his family was wealthy.*

attire [ətáiər] *n.*

Attire is nice or special clothing.

→ *Everyone wore their best **attire** to the president's daughter's wedding.*

craze [kreiz] *n.*

A **craze** is a brief and popular activity or object.

→ *Wearing bright red socks was a **craze** when I was in high school.*

enlarge [enlɑ́:rdʒ] *v.*

To **enlarge** something means to make it bigger.

→ *The classrooms were **enlarged** over the summer to make room for more students.*

excess [ékses] *n.*

An **excess** is an amount of something that is more than needed or wanted.

→ *Because it never got cold that winter, many stores had an **excess** of coats.*

feminine [fémənin] *adj.*

If something is **feminine**, then it has qualities that are commonly related to women.

→ *Many of the older people thought his long hair made him look too **feminine**.*

hallmark [hɔ́:lmɑ̀:rk] *n.*

A **hallmark** is a unique characteristic of something.

→ *Different types of pasta and tomato sauces are **hallmarks** of Italian food.*

pad [pæd] *n.*

A **pad** is a thick piece of soft material used to protect or clean things.

→ *Football players wear shoulder **pads** to keep them safe.*

predominant [pridάmənənt] *adj.*

If something is **predominant**, then it is the most important, common or strongest.

→ *Before cars were invented, horses were the **predominant** method of travel.*

reputable [répjətəbəl] *adj.*

If someone or something is **reputable**, then they have a good reputation.

→ *The service from the less than **reputable** company made her angry.*

rouge [ruːʒ] *n.*

Rouge is a red powder or cream used as makeup on the cheeks or lips.

→ *Even when she didn't wear **rouge**, her cheeks appeared red.*

signify [signəfài] *v.*

To **signify** means to be a symbol of something.

→ *A red octagon is used to **signify** to stop.*

strap [stræp] *n.*

A **strap** is a thin long piece of fabric used to fasten, carry, or hold something.

→ *She put the **strap** of her purse over her shoulder and walked out of the door.*

tangle [tæŋgəl] *n.*

A **tangle** is something or many things twisted together.

→ *The laces of his shoes were in such a **tangle** that he could not untie them.*

vanity [vænəti] *n.*

Vanity is excessive pride or love of one's own appearance or things one has done.

→ *Her **vanity** won't allow her to pass a mirror without looking at herself.*

vie [vai] *v.*

To **vie** for something means to compete against others for it.

→ *The three boys **vied** for the prize in the chemistry contest.*

vulgar [vʌ́lgər] *adj.*

If something or someone is **vulgar**, then they are rude or lacking in style.

→ *Her **vulgar** behavior got her into trouble with her parents.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. vanity
   a. truck b. pride c. dusk d. shelf
2. aristocrat
   a. noble b. painting c. weather d. angel
3. pad
   a. pocket b. cushion c. alley d. subject
4. vulgar
   a. young b. faint c. short d. rude
5. predominant
   a. mysterious b. gradual c. superior d. parallel
6. attire
   a. clothing b. wheel c. labor d. smell
7. tangle
   a. knot b. tint c. slope d. spice
8. enlarge
   a. fight b. rent c. greet d. swell
9. absurd
   a. hungry b. round c. funny d. polite
10. signify
    a. scribble b. symbolize c. consult d. remove

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. I broke the long piece of fabric that goes over my shoulder on my purse.

   _____

2. Matt's female appearances made everyone take notice of him immediately.

   _____

3. You must wear proper clothing if you plan on attending the formal dance.

   _____

4. He works for a well-respected firm downtown.

   _____

5. The soft materials in his helmet will protect him if he should fall and strike his head on an object.

   _____

Exercise 3

Fill in the blanks with the correct words from the word bank.

Word Bank

strap	aristocracy	excess	vie	craze
feminine	rouge	hallmark	reputable	anemia

Beth's 1_____ had made her face lose a lot of its color.
She decided to use some 2_____ to make her cheeks look less pale.

All the girls had to own that style of purse with the yellow 3_____.
But Pam knew that it was just another 4_____.

John was not like the other members of the 5_____.
Though he had a(n) 6_____ of money, he gave it to help people.

Will had to 7_____ with other students for the respect of the teacher.
However, once he became a(n) 8_____ student, he stopped studying.

Some people thought the musician's lipstick made him look 9_____.
But others felt that this 10_____ is what made him so popular.

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ We all felt that the new office rules were completely *absurd*.
2. ____ The bushes were *tangled* with vine.
3. ____ Losing your memory as you get older is called *anemia*.
4. ____ A strong smell is the *hallmark* of a good cheese.
5. ____ It was easy to get lost in the big house. Its many hallways made it seem like a *craze*.
6. ____ The local *vanity* asked people to give old clothing and money.
7. ____ After putting on too much *rouge*, she looked like a clown.
8. ____ Everyone may attend *excess* those who have not finished their assignment.
9. ____ Talking to people with food in your mouth is not only gross. It is also quite *vulgar*.
10. ____ Because he was an *aristocrat*, he had to wash dishes in order to make enough money.

Dressed to Excess

If you traveled back in time to the 1700s in Europe, you would laugh when you saw how the **aristocracy** dressed. Soon you'd realize, though, that the **aristocrats** of Europe were very serious about their appearance.

The **predominant** style in women's **attire** was enormous dresses. They were often three times larger than the wearer. Ladies even used **pads** to **enlarge** the appearance of their hips and shoulders. On the other extreme, the aristocratic women made their waists appear extremely thin. It took several maids stretching fabric and pulling **straps** in order to get a lady's waist to the proper thinness. These ladies could barely breathe and often fainted.

Pale skin was also a **craze**, yet this too was done in **excess**. One could not simply be pale. Instead, she needed to look as if she had **anemia**. In order to look paler, ladies actually cut themselves daily, so they would bleed.

The hairstyles, however, were the **hallmark** of women's fashion. These stood a meter high on the ladies' heads. The columns of hair were a ridiculous **tangle** of wigs, jewels, flowers, and even stuffed birds.

Men's fashion was similarly **absurd**. Today it would probably seem very **feminine**. **Reputable** men wore wigs of long curly hair. Their shoes had large soles or high heels so that they could walk high above the filth on the streets. Furthermore, just like the ladies, the men wore lipstick and put **rouge** on their cheeks.

Their clothes were brightly colored, often purple and pink. They were made from the finest of fabrics and decorated with jewels and lace. The men **vied** with one another to see who wore the more expensive clothes, for the clothing **signified** his wealth and status.

Both men and women spent huge amounts of money and time on how they looked. Though such **vanity** would seem **vulgar** today, three hundred years from now, the fashions of our time might also seem completely ridiculous.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Ladies used pads to enlarge their hips and shoulders.

_____

2. ____ Only the ladies wore lipstick and rouge.

_____

3. ____ The aristocracy's vanity would seem vulgar today.

_____

4. ____ Women's hair was a tangle of wigs, straps, flowers, and stuffed birds.

_____

5. ____ Men's fashion was absurd and feminine.

_____

PART B Answer the questions.

1. What was the predominant style in women's attire?

_____

_____

2. What did the clothing of an aristocrat signify?

_____

_____

3. What craze was done in such excess that women had to look like they had anemia?

_____

_____

4. What was the hallmark of women's fashion?

_____

_____

5. When reputable men vied with each other, what were they trying to see?

_____

_____

UNIT 4

Word List

attic [ætik] *n.*

An **attic** is a room just below a house's roof.

→ *There were two windows in their **attic**.*

chunk [tʃʌŋk] *n.*

A **chunk** is a thick, solid piece of something.

→ *When they broke open the rock, they saw it was filled with **chunks** of gold.*

civic [sivik] *adj.*

If something is **civic**, then it is related to a town or city, especially its government.

→ *Most of the important **civic** buildings are located downtown.*

descent [disent] *n.*

A **descent** is a movement downwards.

→ *During the space shuttle's **descent**, the Earth became larger and larger.*

din [din] *n.*

A **din** is loud, unpleasant, and extended noise.

→ *The **din** of the rusty machinery made the factory a horrible place to work.*

dissatisfy [dissætisfai] *v.*

To **dissatisfy** someone means to fail to please them.

→ *He was **dissatisfied** with his meal.*

fuss [fʌs] *n.*

A **fuss** is excited or annoyed behavior that is not useful in any way.

→ *The child made an awful **fuss** because she didn't want to go to bed.*

gourmet [guərmei] *adj.*

If food is **gourmet**, then it is nicer and more expensive than regular food.

→ *In order to get a **gourmet** meal, you have to eat at an expensive restaurant.*

hence [hens] *adv.*

If something happens **hence**, then it happens as a result of something.

→ *John forgot the key. **Hence**, we couldn't open the door.*

intrinsic [intrinsik] *adj.*

If something is **intrinsic**, then it is related to the basic nature of that thing.

→ *Paper money has no **intrinsic** value. It is useful simply because society says it is.*

kettle [ketl] *n.*

A **kettle** is a large metal pot used for boiling liquids or cooking food.
→ *The soup was being cooked in a large **kettle**.*

ministry [ministri] *n.*

A **ministry** is a government department.
→ *The **Ministry** of Trade is responsible for taxing imports and exports.*

ordeal [ɔ:rdi:əl] *n.*

An **ordeal** is a bad experience.
→ *Driving in the snowstorm was an **ordeal** she'd never forget.*

outspoken [àutspoukkən] *adj.*

If someone is **outspoken**, then they are not afraid to say what they think.
→ *She was an **outspoken** critic about the new banking laws.*

overwork [ouvərwə:rk] *v.*

To **overwork** someone means to make them tired with too much work.
→ *After working for three weeks with only one day of rest, Judy was **overworked**.*

particular [pərtikjələr] *adj.*

If something is **particular**, then it is a single, important part of a group of things.
→ *The dress shop didn't have the **particular** dress she was looking for.*

pungent [pʌndʒənt] *adj.*

If something is **pungent**, then it tastes or smells strong and sharp.
→ *The garlic made the soup taste so **pungent** that the chef wouldn't serve it.*

snore [snɔ:r] *v.*

To **snore** means to make a loud noise each time a sleeping person breathes.
→ *It was impossible to get to sleep because my husband **snored**.*

soundly [sàundli] *adv.*

If something is done **soundly**, then it is done in the best or most complete way.
→ *The nearest opponent was ten meters behind. She won the race **soundly**.*

superintendent [su pərintendənt] *n.*

A **superintendent** is a person who runs a certain department or building.
→ *The **superintendent** decided to close the schools because of the weather.*

Exercise 1

Choose the one that is opposite in meaning to the given word.

1. din
   a. home b. supper c. silence d. ghost
2. outspoken
   a. quiet b. little c. inside d. bright
3. pungent
   a. hurt b. mild c. kind d. young
4. civic
   a. swollen b. happy c. private d. mature
5. descent
   a. climb b. odor c. plate d. bill
6. attic
   a. mouse b. square c. number d. cellar
7. fuss
   a. complaint b. calm c. argument d. commerce
8. dissatisfy
   a. cleanse b. leap c. trim d. please
9. overwork
   a. relax b. understand c. select d. repair
10. chunk
    a. bridge b. song c. whole d. lamp

Exercise 2

Choose the one that is similar in meaning to the given word.

1. intrinsic
   a. logical b. natural c. usable d. fragile
2. ministry
   a. porch b. coast c. agency d. bush
3. snore
   a. grunt b. fly c. rain d. call
4. kettle
   a. cup b. bucket c. pot d. pan
5. superintendent
   a. diner b. manager c. sunrise d. beginning
6. gourmet
   a. delicious b. comfortable c. legitimate d. pleasant
7. soundly
   a. slowly b. totally c. loudly d. briefly
8. hence
   a. also b. instead c. still d. thus
9. ordeal
   a. problem b. direction c. bargain d. request
10. particular
    a. moody b. beaten c. exact d. secret

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. The movement downward from the mountain was because it had started to rain.

   _____

2. The berries were not ripe when he tried them. Their taste was extremely sharp and strong.

   _____

3. A thick, solid piece of dirt was stuck underneath the wagon's tire.

   _____

4. Please share your suggestions with the department leader so she can address them.

   _____

5. After toiling for hours in the hot sun, the prisoners were tired from too much work.

   _____

6. For her birthday, her boyfriend took her out for a fancy and expensive dinner.

   _____

7. The room just below the roof is on the third floor of the house.

   _____

8. She was respected by many because she was not afraid to say what she thought.

   _____

9. He always dreamed of getting a job with one of the departments of government.

   _____

10. Getting lost in the desert would have been quite an awful experience.

    _____

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The caffeine in the tea gave him more energy. *Hence*, he was more alert.
2. ____ Mom, something smells good in the kitchen. I can't wait for *din*.
3. ____ The cat waited outside the door and made a *fuss* until someone let her inside the house.
4. ____ See that politician over there? He works in the *Ministry* of Truth.
5. ____ The need to protect one's family is an *intrinsic* quality found in many animals.

The Butler's Bad Day

The **Superintendent** of **Civic** Projects was a busy man. He worked every day of the week and had fancy parties at his house every night.

However, if there was someone busier than him, it was his butler. He worked all day organizing the superintendent's parties and then cleaned up after them late at night. **Hence**, while the superintendent slept **soundly, snoring** loudly in his bed, the butler was still awake.

Sadly, though the butler was always **overworked**, his profession's **intrinsic** nature demanded he never be **outspoken**. Therefore, his employer never knew the butler hadn't slept for several days. On any day the butler might make a mistake.

One day, the superintendent said, "This **particular** party is important. People from the **ministry** are coming. Everything must be perfect."

The butler began preparing at once. First he went to the **attic** to get more chairs and tables. But on his **descent**, he realized he needed to make the food. A **gourmet** dinner was necessary for such a party. He boiled water in a **kettle** for soup and chopped some beef into **chunks**. Just as he was starting the soup, he remembered that he had to sweep the veranda. As he was sweeping the veranda, he realized that he had to clean the sauna.

By this time, the first guests had arrived. The veranda was still dirty. There were not enough chairs for the guests to sit on, and the soup tasted too **pungent**. Some guests were **dissatisfied**. They started to make a **fuss**, and the party was filled with a **din** of complaints.

The superintendent's party was a disaster. He wondered why his butler had made so many mistakes. At last, the butler admitted to being exhausted. His boss felt pity for the butler. He had no idea the butler was so tired. He said, "You should have told me earlier, then we could have avoided this whole **ordeal**."

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The Superintendent of Civic Projects cleaned late at night; hence, he was busier than his butler.

_____

2. ____ Though the butler was outspoken, his job's intrinsic nature made him never become overworked.

_____

3. ____ This particular party was important because people from the ministry were coming.

_____

4. ____ The butler boiled caffeine in a kettle and chopped beef into chunks.

_____

5. ____ The soup for the gourmet dinner tasted too pungent.

_____

PART B Answer the questions.

1. How was the butler while the superintendent slept soundly and snored?

_____

_____

2. On his descent from the attic, what did the butler realize?

_____

_____

3. How could the butler have avoided the entire ordeal?

_____

_____

4. Just as he started the soup, what did the butler remember?

_____

_____

5. Why was the party filled with a din of unhappy guests making a fuss?

_____

_____

UNIT 5

Word List

alternate [ɔ́:ltərnèit] *v.*

To **alternate** means to switch back and forth between two things.

→ *The best exercise **alternates** muscle and heart strengthening.*

apologetic [əpɑ̀lədʒétik] *adj.*

If someone is **apologetic,** they are sorry about something.

→ *The boy felt **apologetic** after losing his sister's favorite toy.*

benign [bináin] *adj.*

If something or someone is **benign,** they do not hurt anyone.

→ *Many spiders look scary, but most are actually **benign.***

char [tʃɑ:r] *v.*

To **char** means to burn something so that it turns black.

→ *While Frank went inside to get the mustard, he accidentally **charred** the hotdogs.*

clarify [klǽrəfài] *v.*

To **clarify** means to make something easier to understand by explaining it.

→ *Drew tried to **clarify** all the functions of Michelle's new computer.*

distress [distrés] *n.*

Distress is the feeling of being upset or worried.

→ *Failing a class caused the student a lot of **distress**.*

dogged [dɔ́(:)gid] *adj.*

When someone's actions are **dogged,** they try hard to continue something.

→ *Her dad bought her a new jacket after her **dogged** requests for one.*

ensue [insú:] *v.*

To **ensue** means to happen after something.

→ *After a few minutes of lightening, thunder **ensued**.*

gasp [gæsp] *v.*

To **gasp** means to make a noise by quickly breathing in when surprised.

→ *John always **gasps** when watching a scary movie.*

negotiate [nigóuʃièit] *v.*

To **negotiate** means to try to make an agreement through discussion.

→ *Mario and Joe took a long time **negotiating** the contract between the companies.*

overdose [óuvərdòus] *n.*

An **overdose** is an instance of taking or having too much of something.

→ *John's skin was burned from an **overdose** of sunshine.*

persuasion [pərswéiʒən] *n.*

Persuasion is the act of making someone do or believe something.

→ *The **persuasion** of his argument convinced the customer to buy the laptop.*

relay [ríːlei] *n.*

A **relay** is a race in which teams of runners or swimmers race against each other.

→ *Jerry was the fastest on his team, so he ran the last part of the **relay**.*

reluctance [rilʌ́ktəns] *n.*

Reluctance is a feeling of not wanting to do something.

→ *Jesse took out the trash with great **reluctance**.*

restate [riːstéit] *v.*

To **restate** something means to say it again or in a different way.

→ *Mrs. Jones **restated** the test question to the class.*

sesame [sésəmi] *n.*

Sesame is an herb that is grown for its small seeds and its oil.

→ *I used the buns with the **sesame** seeds on them.*

sip [sip] *v.*

To **sip** something means to drink a small amount at a time.

→ *Liza relaxed on the beach, **sipping** fruit juice through a straw.*

verge [vəːrdʒ] *n.*

The **verge** is the point at which something is about to happen.

→ *Joan was on the **verge** of leaving her house when the phone rang.*

wary [wɛ́əri] *adj.*

If someone is **wary**, they are cautious or mistrusting.

→ *She was **wary** of going to school because she hadn't done her homework.*

waver [wéivəːr] *v.*

To **waver** is to be unable to decide between two choices.

→ *I **wavered** between eating the apple or the cake for a snack.*

Exercise 1

Choose the answer that best fits the question.

1. An overdose of something is _____.
   a. expensive
   b. too much
   c. not true
   d. not enough

2. What might cause someone to gasp?
   a. Falling asleep
   b. Getting a surprise party
   c. Eating too much
   d. Laying on a bed

3. What is something that can be sipped?
   a. A plate of rice
   b. A bowl of fruit
   c. A glass of soda
   d. A piece of chicken

4. If you knew that a snake was benign, you would probably feel like this:
   a. Fine
   b. Scared
   c. Angry
   d. Hungry

5. She felt apologetic about _____.
   a. calling her friend back
   b. walking home alone
   c. forgetting her friend's birthday
   d. giving to charity

6. If people are negotiating, what are they doing?
   a. Deciding on something
   b. Arguing about a silly topic
   c. Meeting for the first time
   d. Going on a date

7. What does charred meat look like?
   a. It is raw and not cooked enough.
   b. It is cooked perfectly.
   c. It is black on the outside.
   d. It is red on the outside.

8. If someone does something with reluctance, how do they feel?
   a. Excited
   b. Unwilling
   c. Frightened
   d. Nervous

9. What might ensue after someone has misplaced a lot of money?
   a. A worried search
   b. A visit from the doctor
   c. The arrival of a friend
   d. A party

10. What might cause a teacher distress?
    a. All the students doing their homework
    b. Her students always arriving on time
    c. Her students not coming to class
    d. Her students all passing an exam

Exercise 2

Choose the one that is similar in meaning to the given word.

1. reluctance
   a. loneliness b. hesitance c. dependence d. lateness
2. apologetic
   a. unsure b. lucky c. sorry d. pitiful
3. char
   a. burn b. cook c. on fire d. dark
4. relay
   a. plate b. race c. desert d. snack
5. persuasion
   a. talent b. influence c. ripeness d. climate
6. restate
   a. decide b. discuss c. lose d. summarize
7. gasp
   a. breathe b. announce c. mean d. drink
8. negotiate
   a. decide b. discuss c. fair d. ask
9. sesame
   a. container b. food c. an animal d. shell
10. verge
    a. edge b. done c. plan d. last

Exercise 3

Choose the one that is opposite in meaning to the given word.

1. benign
   a. quick b. painful c. harmful d. warm
2. dogged
   a. working b. arrival c. flexible d. serious
3. clarify
   a. confuse b. clean c. do again d. order
4. waver
   a. river b. determine c. chili d. solid
5. distress
   a. thoughtful b. reasonable c. peace d. surprising
6. sip
   a. gulp b. laugh c. provide d. keep
7. alternate
   a. divide b. move c. travel d. continue
8. overdose
   a. lack b. mixture c. teacher d. cottage
9. wary
   a. tired b. mad c. small d. trusting
10. ensue
    a. come before b. safe c. punish d. ask about

A Bet

Russell finished running a **relay** and joined his friend Becky in the cafeteria. He asked, "What's for lunch?"

"**Sesame** chicken. It's OK, except the meat's **charred**. Oh, and watch out for the chili peppers," Becky said.

"Chilies don't bother me!" said Russell.

"My stepmother says you should be careful with them," replied Becky.

An argument **ensued** about eating chilies. "Chilies aren't so bad. I bet I can take more bites of this chili than you," Russell said.

Becky was **wary** of eating the pepper. Despite her **reluctance**, she didn't want to say no to the bet. She **wavered** about whether to do it or not. She **negotiated** the details. "What will the winner get?" she asked.

"The loser has to carry the winner's books for a year! I'll even let you go first."

Becky replied, "Fine, but to **clarify**, you'll carry my books for the entire school year, right?"

Russell **restated** the agreement, "That's right . . . . I'll carry your books all year if you win—which you won't!"

His **dogged persuasion** convinced her. The chili looked **benign**, but Becky knew it could cause a lot of pain. She bit the bottom of the pepper. Surprisingly, she felt nothing.

"My turn," said Russell. He bit the middle of the chili. Immediately, he seemed to be in **distress**. He **gasped** and his face **alternated** between brave and pained expressions. He experienced an **overdose** of spice. He was on the **verge** of tears and finally let out a horrible cry.

"Take this," said Becky, handing him her drink.

"That was awful!" he said, continuing to **sip** from the glass.

That night, Becky researched chilies. The next day she said in an **apologetic** voice, "I read that the hot part of chilies is in the middle, where the seeds are. I'm sorry—I feel like I cheated by going first."

Russell was relieved, not only did he learn something new about chilies, but he learned that Becky was a good friend.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Becky was having charred sesame chicken for lunch.

_____

2. ____ The argument ensued because Becky wavered about whether to run the relay.

_____

3. ____ After Russell and Becky negotiated the bet, they decided that whoever lost would carry the winner's books for a year.

_____

4. ____ Russell was wary about eating the pepper even if it looked benign.

_____

5. ____ Becky was apologetic because of her choice to take the first bite of the pepper.

_____

PART B Answer the questions.

1. Why did Becky take the bet in spite of her reluctance?

_____

_____

2. Why did Russell have to restate the terms of the bet?

_____

_____

3. How did Becky know that Russell was in distress and had an overdose of spice after he ate the pepper?

_____

_____

4. Who warned Becky about chilies?

_____

_____

5. What did Russell do after he ate the chili?

_____

_____

UNIT 6

Word List

ashore [əʃɔ́:r] *adv.*

If something goes **ashore**, it goes from water to the land.

→ *After a long day of fishing, Glen pulled his boat **ashore**, so it wouldn't float away.*

contradict [kɑ̀ntrədíkt] *v.*

To **contradict** means to state the opposite of what someone else has.

→ *Ken was always fighting with his little sister because she kept **contradicting** him.*

counterpart [káuntərpɑ̀:rt] *n.*

A **counterpart** is something that is very similar to something else in what it does.

→ *Our manager will meet our rival company's **counterpart** later today.*

devoid [divɔ́id] *adj.*

When something or someone is **devoid** of a thing, they are missing it.

→ *The movie was **devoid** of any violence, so it was a perfect movie for the family.*

diverge [divə́:rdʒ] *v.*

To **diverge** is to become different or to follow a different direction.

→ *The road **diverged** into two paths that led to our houses.*

elude [ilú:d] *v.*

To **elude** means to avoid being caught by something.

→ *The rabbit **eluded** the wolf by hiding in a bush.*

embryo [émbriòu] *n.*

An **embryo** is a human or animal that is still growing inside its mother.

→ *Some doctors say that what a mother eats has a big effect on her **embryo**.*

fend [fend] *v.*

To **fend** off something means to push it away and avoid it.

→ *Dave spent all night **fending** off bugs instead of sleeping.*

fictitious [fiktíʃəs] *adj.*

When something is **fictitious**, it is made up and not real.

→ *The author said that the characters in her book were completely **fictitious**.*

gazette [gəzét] *n.*

A **gazette** is a newspaper.

→ *Alice wants to write for a **gazette** when she's older.*

homogeneous [hòuməʤíːniəs] *adj.*

If something is **homogeneous**, it is made up of things which are all the same.

→ *All of the houses on Victor's block were boring and **homogenous**.*

obstruct [əbstrʌ́kt] *v.*

To **obstruct** something means to get in its way.

→ *The car broke down on the road and **obstructed** traffic for hours.*

plunge [plʌnʤ] *v.*

To **plunge** means to move down into something very quickly.

→ *The water in the pool was very cold, but the boy **plunged** in anyway.*

prolong [proulɔ́ːŋ] *v.*

To **prolong** means to make something last for a longer time.

→ *Sandy walked slowly across the beach, trying to **prolong** her lunch break.*

publicize [pʌ́bləsàiz] *v.*

To **publicize** is to make something get a lot of attention.

→ *The company **publicized** the job positions in the newspaper.*

sparse [spɑːrs] *adj.*

If something is **sparse**, there is not very much of it in a big area.

→ *Rob spent Saturday in his garden, clearing out the **sparse** weeds.*

surplus [sə́ːrplʌs] *n.*

A **surplus** is an extra amount of something.

→ *The store sold their **surplus** items on sale.*

theorize [θíːəràiz] *v.*

To **theorize** means to develop ideas about something.

→ *They enjoyed **theorizing** about how things worked.*

verify [vérəfài] *v.*

To **verify** means to find out if something is true.

→ *Julian called the movie theater to **verify** that the movie started at nine.*

vigorous [vígərəs] *adj.*

If something or someone is **vigorous**, they use a lot of energy.

→ *Henry uses **vigorous** exercise to keep himself in shape.*

Exercise 1

Choose the answer that best fits the question.

1. What animal can survive ashore?
   a. A dolphin b. An alligator c. A shark d. A goldfish
2. How can someone devoid of any happiness be described?
   a. Lazy b. Content c. Depressed d. Humorous
3. How do turtles elude predators?
   a. They walk fast. b. They hide in their shells.
   c. They have sharp teeth. d. They dig a hole in the ground.
4. What is something that people can plunge into?
   a. A school b. A car c. A cup d. A pool
5. Which of the following is NOT used to obstruct sunlight?
   a. Sunglasses b. Curtains c. A telescope d. A baseball cap

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. Human undeveloped babies grow inside the mother for up to nine months.
   _____
2. The concert was made well-known over the radio.
   _____
3. Ms. Hiller had a spare amount of clothes, so she gave them to charity.
   _____
4. The philosopher developed an idea about what happens to good people.
   _____
5. The principal called Alex's house to make certain he was sick at home.
   _____
6. Margaret collected shells that had come from the water to land on the beach.
   _____
7. Elliot moved down into the water as soon as he arrived at the beach.
   _____
8. Oscar hid behind a tree to not get caught by the bully who was chasing him.
   _____
9. The beads in the box were all the same.
   _____
10. The amount of hair he had on his head was a small amount.
    _____

Exercise 3

Choose the one that is similar in meaning to the given word.

1. prolong
   a. show b. ensure c. extend d. destine
2. fictitious
   a. invented b. realistic c. wonderful d. unseen
3. contradict
   a. move away b. disagree c. think about d. describe
4. homogeneous
   a. same b. weak c. unrelated d. barred
5. vigorous
   a. untamed b. skilled c. qualified d. energetic

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ I *obstructed* my brother from coming in by locking the door.
2. ____ I ate a light snack to *fend* off my hunger.
3. ____ The river *diverged* into three different channels.
4. ____ Sheila *publicized* her party over the Internet. She didn't want a lot of people to know about it.
5. ____ I viewed this morning's *gazette* to find out about today's weather.
6. ____ Jason always *contradicted* what his friend said. They agreed about everything.
7. ____ Andrew *verified* that his friends were coming to his house, so his mom could make enough food for dinner.
8. ____ Did you remember to take the hot pan off of the *counterpart*?
9. ____ Class was *prolonged* because Shelly had a lot of questions. By the time she was done, school had been over for ten minutes.
10. ____ Greg didn't like *vigorous* exercise, so he played many different sports.

Amazing Komodo Dragons

Once, a British **gazette** had an unusual story. Scientists at a zoo made a discovery about komodo dragons. Komodo dragons are giant lizards that grow up to two and a half meters long. A female lizard at the zoo had babies. However, it had never been around a male lizard in its entire life. After the scientists **publicized** their discovery, many people thought it was **fictitious**.

But it was true. It was discovered that female komodo dragons can have babies without the help of their male **counterparts**. This **contradicts** what scientists know about how most animals have babies.

In most cases, there are many things that can **obstruct** this type of reproduction. For example, adult males and females carry different genes needed to make an **embryo**. If the genes are **homogeneous**, the babies are weaker and have genetic problems. Over time, the weakened species dies out completely. This makes it necessary for the male to be involved. However, scientists **verified** that when Komodo babies are born, their genes aren't the exact same genes as their mother. Also, they are **devoid** of any genetic problems.

Scientists **theorize** that Komodo dragons developed the ability because it helps the species **fend** off extinction. If a volcano erupts, lava can kill all of the komodo dragons on an island. However, as long as one female **eludes** death, she can **prolong** the survival of the species. Luckily, Komodo dragons are **vigorous** swimmers. So the surviving female can **plunge** into the ocean and swim to another island. When she comes **ashore**, she can reproduce by herself. Over time, the genes within the population **diverge**. Then, the **sparse** population increases. Once again there is a **surplus** of lizards on one island. Scientists think that this may be how the lizards took over all of the islands in that area.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ People thought that the story publicized in the gazette about the komodo dragons was fictitious.

_____

2. ____ Female komodo dragons can have babies without their male counterparts.

_____

3. ____ Scientists verified that baby komodo dragons have homogeneous genes if they don't have fathers, which leads to genetic problems.

_____

4. ____ Scientists theorize that the special ability of komodo dragons help them elude predators.

_____

5. ____ A female komodo dragon can increase a sparse population so that there are surplus lizards on one island.

_____

PART B Answer the questions.

1. How do komodo dragons contradict what scientists know about reproduction?

_____

_____

2. Why is it possible for a komodo dragon to come ashore at a different island?

_____

_____

3. How can a female komodo dragon prolong the survival of the species in case of a disaster?

_____

_____

4. According to the passage, what happens to the genes of the population over time?

_____

_____

5. What will happen to the komodo bobies if the genes are homogeneous?

_____

_____

UNIT 7

Word List

altar [ɔ́:ltər] *n.*

An **altar** is a table used in churches.

→ *The **altar** had many lit candles on it.*

arthritis [ɑ:rθráitis] *n.*

Arthritis is an illness causing pain and swelling in a person's joints.

→ *Agatha couldn't play the piano anymore because of her **arthritis**.*

botany [bɑ́təni] *n.*

Botany is the study of plants.

→ *Gardens are the best places for **botany**.*

credible [krédəbəl] *adj.*

If something or someone is **credible**, they can be believed or trusted.

→ *Dick gave a **credible** reason for being late and didn't get in any trouble.*

deceased [disí:st] *adj.*

If someone is **deceased**, they are dead.

→ *We visited the graves of our **deceased** grandparents.*

deception [disépʃən] *n.*

Deception is the act of lying or tricking someone.

→ *The magic looked very real, but it was only **deception**.*

decipher [disáifər] *v.*

To **decipher** writing is to figure out what it says.

→ *My teacher complained that she couldn't **decipher** my essay.*

dung [dʌŋ] *n.*

Dung is solid waste material produced by animals.

→ *There was cow **dung** all over the field.*

dusk [dʌsk] *n.*

Dusk is the time in the evening when it begins to get dark.

→ *After **dusk**, Hannah would catch fireflies in the park.*

gratify [grǽtəfài] *v.*

To **gratify** someone means to please them.

→ *Bonnie was **gratified** after receiving her gift from her parents.*

hone [houn] *v.*

To **hone** something is to improve it and make it very good.

→ *Lisa **honed** her chess skills by hours and hours of practice.*

mash [mæʃ] *v.*

To **mash** something is to crush it so that it is soft.

→ *We **mashed** the hard potatoes and served them for dinner.*

ornate [ɔ:rnéit] *adj.*

If something is **ornate**, it is decorated with a lot of fancy things.

→ *Kim's prom dress was very expensive since it was so **ornate**.*

pneumonia [njumóunjə] *n.*

Pneumonia is a dangerous illness causing the lungs to fill with liquid.

→ *Elaine got **pneumonia** after playing outside in the rain without a coat.*

psychic [sáikik] *adj.*

When someone is **psychic**, they know what will happen or what people think.

→ *I think my grandmother has **psychic** abilities because she can predict anything.*

psychotic [saikátik] *adj.*

If someone is **psychotic**, they have a very serious mental illness.

→ *The **psychotic** patient believed he saw things that weren't real.*

scope [skoup] *n.*

The **scope** of something is how many people or things it relates to.

→ *Modern history has a wide **scope**.*

sinister [sinistə:r] *adj.*

If something or someone is **sinister**, they are evil.

→ *Bad guys in most movies have **sinister** laughs.*

strife [straif] *n.*

Strife is disagreement or fighting between people or groups.

→ *There was a lot of **strife** between Jim and Lisa about what TV show to watch.*

therapeutic [eèrəpjú:tik] *adj.*

If something is **therapeutic**, it helps to cure a disease or makes you healthier.

→ *After a stressful day of working, Phoebe would take a **therapeutic** bath.*

Exercise 1

Choose the one that is opposite in meaning to the given word.

1. credible
   a. unbelievable b. incorrect c. sly d. unprocessed
2. deceased
   a. healed b. affected c. young d. alive
3. ornate
   a. unworthy b. simple c. cruel d. blessed
4. therapeutic
   a. valued b. sickening c. unavailable d. extra
5. dusk
   a. moon b. sunrise c. eclipse d. month

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The journalist checked all her sources to make sure they were believable.

   _____

2. The hospital had a separate section for very mentally ill people.

   _____

3. The child's handwriting was almost impossible to figure out.

   _____

4. The priest stood behind a(n) table used in religious ceremonies.

   _____

5. Her new sweater was colorful and decorated.

   _____

6. My dad crushes food for my baby brother because he doesn't have teeth yet.

   _____

7. People with an ailment affecting the joints are often unable to do physical activities.

   _____

8. Some people think I have future seeing powers, but in reality I'm just very observant.

   _____

9. Cows release so much waste material that some scientists believe they harm the environment.

   _____

10. He didn't like attending the opera, but he did it to satisfy his mother.

    _____

Exercise 3

Choose the one that is similar in meaning to the given word.

1. hone
   a. game b. pain c. curse d. improve

2. gratify
   a. admire b. please c. approve d. layer

3. mash
   a. crush b. place c. leave d. gather

4. strife
   a. hurt b. death c. conflict d. weakness

5. sinister
   a. evil b. futuristic c. willful d. thoughtless

Exercise 4

Fill in the blanks with the correct words from the word bank.

Word Bank

deceased	decipher	sinister	pneumonia	dusk
scope	botany	therapeutic	strife	deception

The 1_____ of the medical book is broad.
It deals with all illnesses from colds to 2_____.

Marcia found the sound of the river 3_____.
She went there every day at 4_____ to relieve her stress.

The criminal fooled everyone with his 5_____.
If only someone had stopped him from doing his 6_____ crimes.

Solomon's grandmother was 7_____.
Before she died, she taught him a lot about gardening and 8_____.

After the war, there was much 9_____ about land.
It was difficult for the people to 10_____ the new laws about ownership.

Greek Magical Papyri

The Greek Magical Papyri is a collection of writing about magic. After it was found in the Egyptian desert, it took experts years to **decipher** it. The text was written in at least three different ancient languages. After many years, experts realized it contained a number of spells that varied greatly in **scope**.

The most common types of magic in the collection dealt with healing illnesses like **pneumonia**. Some spells also gave advice for treating people with mental illnesses, such as those who became **psychotic**. Some spells asked for unusual things, like crocodile **dung**. But **botany** was an important part of the magic. Many healing spells gave instructions on how to use herbs and plants that were believed to be **therapeutic**. For example, in order to cure **arthritis**, the book says that the magician should build an **ornate altar**. Then he should **mash** different types of herbs and place them on top of it. At **dusk**, he is supposed to say a spell, so the gods would be **gratified**.

Other parts of the collection describe how to **hone** one's **psychic** abilities and how to give **credible** descriptions of the future. Often, the book advised people how to use different objects to tell the future, including tea leaves. Also, one part of the book tells what different dreams might mean. It gives advice for using dreams to tell the future.

A small part of the book, however, is more **sinister** than the rest. It is meant to cause **strife** and **deception**. For example, one tells how to give someone warts, while another will make all of the victim's farm animals die. However, if someone's farm animals died as a result of a curse, he could ask a magician to perform magic that makes the **deceased** come back to life.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The Greek Magical Papyri was hard to decipher because it was too large in scope.

_____

2. ____ The book is about botany.

_____

3. ____ The book gave advice for using crocodile dung to heal.

_____

4. ____ A spell is spoken at dusk to become more credible.

_____

5. ____ The book had instructions for honing one's psychic powers.

_____

PART B Answer the questions.

1. What illnesses does the book have advice for healing?

_____

_____

2. What kind of plants does the book recommend using?

_____

_____

3. What should someone do if they want to cure arthritis?

_____

_____

4. What does the sinister part of the book focus on?

_____

_____

5. What could someone ask a magician to do if their farm animals died?

_____

_____

UNIT 8

Word List

congested [kəndʒèstid] *adj.*

If something is **congested**, it is full or blocked.

→ *Tom didn't get home until after dark because the road was so **congested**.*

courier [kúriər] *n.*

A **courier** is someone who takes and delivers mail or packages.

→ *Before trains, most **couriers** used horses to travel.*

deform [difɔ́:rm] *v.*

To **deform** something means to change it from its correct or original shape.

→ *The computer program **deformed** the building's picture into an unreal sight.*

etiquette [étikèt] *n.*

Etiquette is the group of rules about how to be polite.

→ *When in Asian countries, bowing is a form of **etiquette**.*

exclusive [iksklú:siv] *adj.*

If something is **exclusive**, it is expensive and only for rich people.

→ *The golf course was so **exclusive** that most people hadn't even heard of it.*

freight [freit] *n.*

Freight is a set of items carried on a train, boat, or airplane.

→ *Trade ships only carried valuable **freight** like silk and spices.*

garment [gɑ́:rmənt] *n.*

A **garment** is a piece of clothing.

→ *The business man had all of his **garments** cleaned before the important meeting.*

insomnia [insɑ́mniə] *n.*

Insomnia is a condition in which a person has difficulty sleeping.

→ *Nate's **insomnia** prevented him from getting enough rest.*

intuitive [intjú:itiv] *adj.*

Intuitive is knowing about something without naturally having support or proof.

→ *Rhonda had an **intuitive** feeling that Shane wasn't coming to school today.*

liable [láiəbəl] *adj.*

If something is **liable** to happen, it is very likely that it will happen.

→ *During the summer months, hikers in the forest are **liable** to see deer and elk.*

obsess [əbsés] *v.*

To **obsess** about something means to think about it all of the time.

→ *After watching the Star Wars movies, Ike **obsessed** about becoming a Jedi.*

overboard [óuvərbɔ̀:rd] *adv.*

When something is **overboard**, it is over the side of a boat and in the water.

→ *Tom and Gary slipped on the wet floor and fell **overboard**.*

premium [prí:miəm] *n.*

A **premium** is a payment that is higher than average.

→ *Tony paid for **premium** gas because it made his car run the best.*

privilege [prívəlidʒ] *n.*

A **privilege** is a special right given to only a certain person or group of people.

→ *Only the best employee had the **privilege** of parking in that spot.*

propel [prəpél] *v.*

To **propel** something means to push or move it somewhere.

→ *The strong wind **propelled** the leaf through the air and across the street.*

socialize [sóuʃəlàiz] *v.*

To **socialize** is to have a good time with people.

→ *I like to **socialize** with my classmates after school.*

suppress [səpres] *v.*

To **suppress** something means to prevent it from happening.

→ *She **suppressed** her urge to scream because she didn't want to be noticed.*

tram [træm] *n.*

A **tram** is a vehicle like a streetcar that runs on electricity above ground.

→ *I took the **tram** to Eighth Avenue.*

unsettle [ʌnsétl] *v.*

To **unsettle** someone means to make them anxious or worried.

→ *The dark clouds in the sky **unsettled** Beth.*

warp [wɔ:rp] *v.*

To **warp** means to become bent into the wrong shape.

→ *The woman put the clock above the fireplace, and the heat **warped** it.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. congested
   a. normal b. crowded c. distinct d. hostile
2. exclusive
   a. limited b. ancient c. inexpensive d. unruly
3. unsettle
   a. bring b. intend c. increase d. worry
4. garment
   a. clothing b. equipment c. criticism d. unplanned action
5. propel
   a. avoid b. push c. capable d. toughen

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The meeting of the citizens' group was prevented from happening by the police.

   _____

2. The warm weather had changed the ice sculptures into strange shapes.

   _____

3. Dad says drinking milk before going to bed helps with a disorder that makes it hard to sleep.

   _____

4. After I saw the scary movie, walking home in the darkness upset me.

   _____

5. After school, I'm likely to go visit my friend at her house.

   _____

6. Dylan believed it to be his special right to be treated as superior to all the others.

   _____

7. A gust of wind blew her scarf over the edge of the boat while she was sailing.

   _____

8. He didn't know what the proper set of rules about being polite was for returning a gift.

   _____

9. The train was full of clothes that were to be sold overseas.

   _____

10. The wax candle twisted and formed a different shape because it was left in the sun.

    _____

Exercise 3

Fill in the blanks with the correct words from the word bank.

Word Bank

congested	exclusive	suppress	premium	etiquette
courier	socialize	obsessed	warp	tram

The club was very 1_____ and didn't have many members.
The members had to pay a 2_____ just to join.

My mother is 3_____ with making sure we impress our guests.
For example, she makes sure our 4_____ is perfect.

I stepped onto the 5_____ and couldn't find a seat right away.
Finally, I made my way through the 6_____ aisle and sat down.

Hannah worked as a 7_____ for an advertising company.
Between making deliveries, she liked to 8_____ with the employees.

The glue couldn't 9_____ the water from leaking from the pipes.
Since I didn't clean it up right away, it caused the wooden floor to 10_____.

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ Allie could always count on her *intuitive* powers to know where her cat was. That's why the cat never got lost.

2. ____ The weatherman said it was *liable* to rain over the entire weekend, so we decided to go for a picnic on Saturday.

3. ____ Jared couldn't stop *obsessing* about his grade. When his teacher returned his test, he forgot about it immediately.

4. ____ Maxine suffers from *insomnia*. She has seen several doctors, but none have helped her get any more sleep.

5. ____ Walter didn't know what to wear to the concert. All of his best *garments* needed to be washed.

Watch Out!

Kevin stepped off the **tram** and walked toward the ship, holding a package tightly in his hands. He had been hired as a **courier** for an important broker. All he needed to do was deliver a package to an office in New York City; the ship would take him there.

When he boarded, the ship was **congested** with people. As Kevin walked to his cabin, he saw the **exclusive** first-class section. Everybody inside was wearing fancy **garments**. He would have liked to **socialize** with the people inside, but it was against proper **etiquette**. People paid a **premium** for the **privilege** to ride in first-class.

Instead, he went to his cabin next to the **freight** section of the boat. His room smelled bad, and the floorboards were **warped** and **deformed** in some areas. He could also hear the motor humming as it waited to **propel** the ship forward. Suddenly, Kevin was **unsettled** by something, but he wasn't sure why.

He took a short walk on the ship's deck, but he still felt strange. That night, he suffered from **insomnia**—he couldn't **suppress** his **obsessing** over how strange he felt.

Kevin went back on deck. It was cold and dark outside. He looked **overboard**, but it seemed that everything was all right. "Just go back inside," he thought. Then Kevin saw it. A giant iceberg was sticking out of the ocean in the distance!

"Help!" he yelled.

People looked at him as if he was crazy, but he continued to shout until he saw the captain.

"There's an iceberg out there," Kevin said to him. "If the ship doesn't move, we're **liable** to crash," he said, pointing toward the iceberg.

The captain saw it and immediately instructed the crew to change the ship's direction. "Without your help, we would have definitely hit the iceberg. That would have been a terrible disaster!" he said to Kevin.

Kevin felt relieved. Now he knew to always trust his **intuitive** sense.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Kevin took a taxi to the ship.

_____

2. ____ In order to get the privilege to be in the exclusive section, one had to wear fancy garments.

_____

3. ____ Kevin didn't socialize with the people in the exclusive section because it was too congested.

_____

4. ____ Kevin could not sleep because he had insomnia.

_____

5. ____ If Kevin hadn't seen the iceberg, the ship was liable to have crashed into it.

_____

PART B Answer the questions.

1. Describe Kevin's room next to the freight section.

_____

_____

2. While he was on the ship, what could Kevin hear humming?

_____

_____

3. What did Kevin see when he looked overboard the first time?

_____

_____

4. What did the captain do when he heard the news about the iceberg?

_____

_____

5. What did Kevin learn at the end of the story?

_____

_____

UNIT 9

Word List

artery [á:rtəri] *n.*

An **artery** is a tube that takes blood from the heart to the rest of the body.

→ *Eating healthily keeps your **arteries** clean, so blood can flow with ease.*

deterioration [ditìəriəréiʃən] *n.*

Deterioration is the act of becoming worse.

→ *The lack of care led to the **deterioration** of the house.*

elusive [ilú:siv] *adj.*

If something or someone is **elusive**, they are hard to find.

→ *The **elusive** fish only came out at night.*

forage [fɔ́:ridʒ] *v.*

To **forage** means to look around for food.

→ *Many animals hide food in the fall since little can be **foraged** in winter.*

impede [impí:d] *v.*

To **impede** something means to keep it from moving or going forward.

→ *The barrier **impeded** our ability to get closer to the building.*

induce [indjú:s] *v.*

To **induce** something means to make it happen.

→ *Running without good shoes may **induce** leg pain.*

inseparable [insépərəbəl] *adj.*

If two things are **inseparable**, they can't be separated.

→ *Denise and Diana have been **inseparable** since they first met.*

invalid [invælid] *adj.*

If something is **invalid**, it is not correct.

→ *The way to winning debates is to avoid **invalid** arguments.*

magnify [mægnəfài] *v.*

To **magnify** something means to make it look bigger than it really is.

→ *Astronomers use telescopes to **magnify** far-away stars.*

mainstream [méinstrì:m] *n.*

The **mainstream** is a group of ideas that are considered normal and accepted.

→ *Before punk rock music became part of the **mainstream**, only a few people liked it.*

microbe [máikroub] *n.*

A **microbe** is a very small living thing that often makes people sick.

→ *The first step in curing a disease is finding the **microbe** that causes the disease.*

negligible [néglidʒəbəl] *adj.*

If something is **negligible**, it is extremely small and not important.

→ *The amount she owed was **negligible**. It was less than ten cents.*

paralysis [pərǽləsis] *n.*

Paralysis is the loss of the ability to move all or part of your body.

→ *His **paralysis** meant that he had to use a wheelchair to get around.*

pest [pest] *n.*

A **pest** is an animal or insect that hurts plants or food.

→ *Many farmers put up scarecrows to keep **pests** off of their corn.*

prevail [privéil] *v.*

To **prevail** means to be accepted or very common.

→ *Unfortunately, injustice still **prevails** in the country's court system.*

respiration [rèspəréiʃən] *n.*

Respiration is the act of breathing.

→ *Artificial **respiration** is the best thing to do if someone stops breathing.*

rupture [rʌ́ptʃəːr] *v.*

To **rupture** means to tear or burst open.

→ *Sarah put too much water into the balloon, and it **ruptured**.*

savage [sǽvidʒ] *adj.*

If something or someone is **savage**, they are very violent or cruel.

→ *Wild animals are very **savage** when defending their babies.*

stun [stʌn] *v.*

To **stun** someone means to make them unable to speak due to surprise or shock.

→ *Tim fell off the swing and was too **stunned** to cry.*

susceptible [səséptəbəl] *adj.*

If one is **susceptible** to something like disease, they are easily harmed by it.

→ *Not eating enough vegetables makes you more **susceptible** to getting sick.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. microbe
   a. germ b. type c. liquid d. difficulty
2. respiration
   a. living b. sleeping c. breathing d. moving
3. artery
   a. vein b. area c. medication d. tube
4. pest
   a. bug b. food c. toy d. victim
5. induce
   a. take out b. cause c. stop d. chase
6. invalid
   a. hurt b. unproven c. critical d. untrue
7. rupture
   a. burst b. reach c. sting d. bother
8. forage
   a. plant b. cook c. search d. hide
9. stun
   a. shock b. injure c. threaten d. attack
10. susceptible
    a. helpful b. at risk c. informative d. suffering

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The old house was full of insects that cause harm.

   _____

2. My brother-in-law always tries to enlarge small problems so that they seem much greater than they really are.

   _____

3. Mr. Robinson owned a violent dog that terrified all the children in the neighborhood.

   _____

4. If you eat spicy food at night, it will lead to heartburn.

   _____

5. His tubes that carry blood are clogged.

   _____

Exercise 3

Choose the one that is opposite in meaning to the given word.

1. impede
   a. allow b. start c. anger d. heal
2. elusive
   a. available b. under c. venomous d. shy
3. paralysis
   a. illness b. mobility c. problems d. doctor
4. mainstream
   a. uncommon b. untested c. scientific d. wild
5. negligible
   a. cared for b. reasonable c. important d. unexpected
6. magnify
   a. release b. check c. save d. shrink
7. prevail
   a. conquer b. fail c. take d. feel
8. deterioration
   a. improvement b. back-up c. function d. loss
9. savage
   a. hungry b. cruel c. gentle d. unwilling
10. inseparable
    a. protective b. dividable c. kind d. resigned

Exercise 4

Fill in the blanks with the correct words from the word bank.

Word Bank

elusive	mainstream	paralysis	pests	microbes
stunned	susceptible	deterioration	forage	impede

The movie's unusual topic might 1_____ its popularity.
Most 2_____ movies don't deal with strange themes.

The 3_____ fox finally came out of its den.
It planned to 4_____ for food before winter.

Rats are 5_____ that are found all over the world.
They carry 6_____ that can make people very sick.

Mr. Garson was 7_____ by the bright light.
His shock caused a momentary 8_____ that kept him from moving.

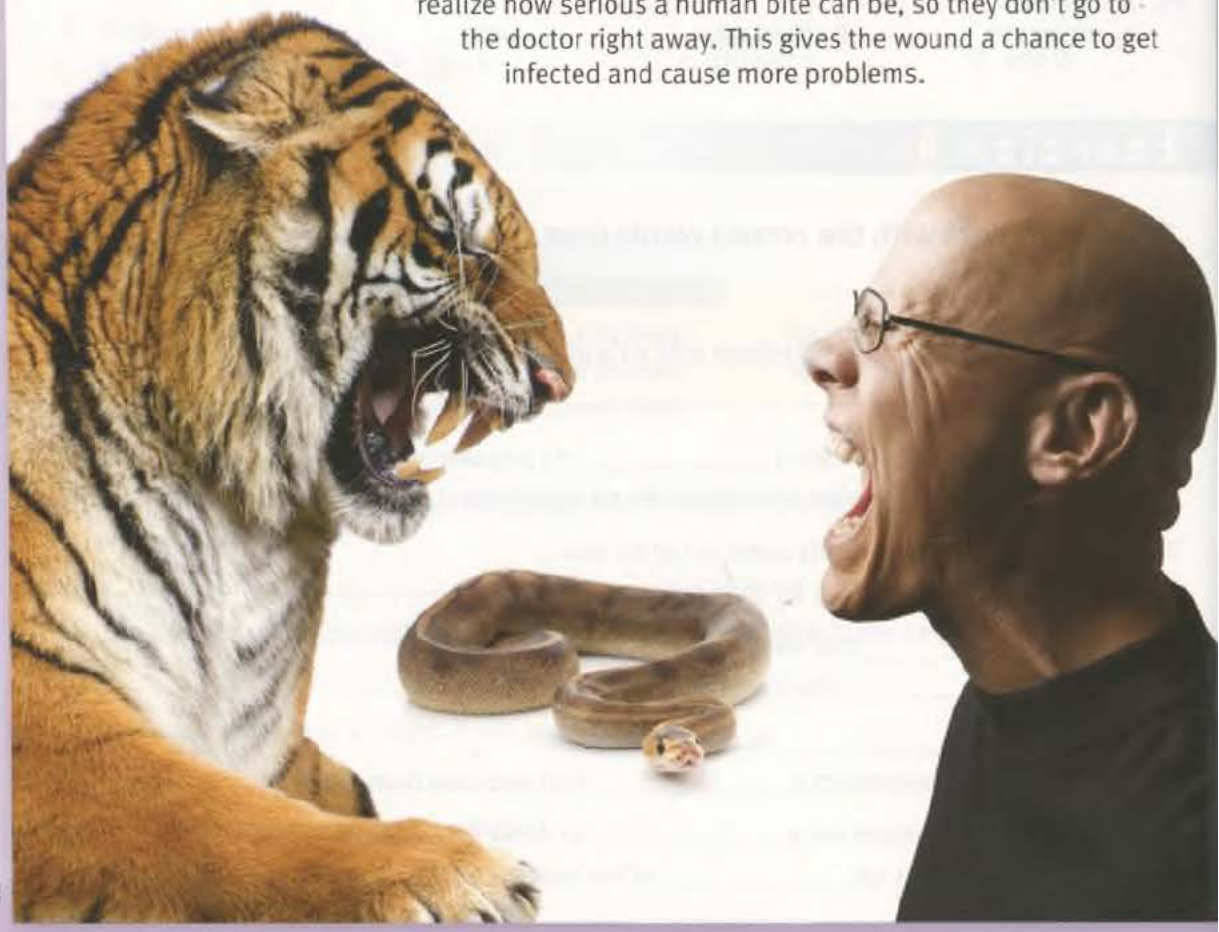
Mrs. Draper's old age made her 9_____ to some illnesses.
Doctors told her that the 10_____ of her health could be avoided.

Dangerous Bites

There are many animals with dangerous bites in the world, but which one is the worst? Some would say that the **elusive** short-tailed mamushi has the worst bite. The snake only goes into homes to chase **pests** such as mice. Otherwise, it stays in the fields, where it's dangerous to people who **forage** for food there. If someone **stuns** it by accidentally stepping on it, it bites to protect itself. At first, the effects of the bite may seem **negligible** because it doesn't cause a lot of bleeding. However, after a few moments, the venom **induces paralysis** in the area where the individual was bitten. Furthermore, the venom can also **impede respiration**. If the person doesn't go to the doctor, they are **susceptible** to kidney **deterioration**.

Others would argue that tigers have the worst bite. Mother tigers are **inseparable** from their babies and seem to be the gentlest creatures when they are around their young. However, if the babies are threatened, the mother tiger's **savage** nature **prevails**. With strong jaws and the ability to move quickly, the tiger can kill someone with one bite. That's because it always tries to bite an important **artery** when it attacks. If the artery is **ruptured**, the victim will bleed to death.

In the **mainstream**, animal bites are seen as the most dangerous. But some scientists think this idea is **invalid**. In fact, the most dangerous bite might be the human bite. When scientists **magnified** the contents in human saliva, they found about three hundred different **microbes** in it. A human bite can be dangerous if the bacteria enters the body through a cut, which can make people very sick. Furthermore, most people don't realize how serious a human bite can be, so they don't go to the doctor right away. This gives the wound a chance to get infected and cause more problems.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The elusive mamushi attacks humans if it is bothered by pests in houses.

_____

2. ____ The consequences of a mamushi bite are negligible.

_____

3. ____ Mother tigers are inseparable from their babies.

_____

4. ____ When tigers attack, they try to rupture an important artery.

_____

5. ____ Scientists think that the mainstream idea that human bites are the most dangerous is invalid.

_____

PART B Answer the questions.

1. What group of people is at risk for mamushi bites?

_____

_____

2. What are the effects of a mamushi bite?

_____

_____

3. When does a tiger's savage nature prevail?

_____

_____

4. What did scientists find when they magnified human saliva?

_____

_____

5. Why do human bites often become infected?

_____

_____

UNIT

10 Word List

accumulate [əkjúːmjəlèit] *v.*

To **accumulate** something is to collect a lot of it over time.

→ *The mail **accumulated** in their mailbox while they were on vacation.*

aerial [ɛ́əriəl] *adj.*

When something is **aerial**, it relates to being in the air or flying.

→ *The **aerial** photographer took pictures from the air balloon.*

apparatus [æpərǽitəs] *n.*

An **apparatus** is a device used for a particular purpose.

→ *The campers had an **apparatus** that showed them their exact location.*

avalanche [ǽvəlæ̀ntʃ] *n.*

An **avalanche** is a large amount of snow, ice, and rock falling off a mountain.

→ *The **avalanche** destroyed the mountain village.*

consistency [kənsístənsi] *n.*

Consistency is the state of always behaving in the same way.

→ *Her **consistency** in archery meant that our team had a chance to win.*

convection [kənvékʃən] *n.*

Convection is the flow of hot air through gas or liquid.

→ *The weather changed because of **convection** in the atmosphere.*

discharge [distʃɑ́ːrdʒ] *v.*

To **discharge** someone is to allow them to leave from a place, usually a hospital

→ *I was **discharged** from the hospital after three days.*

intact [intǽkt] *adj.*

When something is **intact**, it is complete and not damaged.

→ *Despite being over ten years old, my father's model ship is still **intact**.*

mortal [mɔ́ːrtl] *adj.*

When a person is **mortal**, they cannot live forever.

→ *All people are **mortal**.*

omen [óumən] *n.*

An **omen** is a sign of what will happen in the future.

→ *He thought that seeing a black cat in the street was an **omen** of bad luck.*

overcast [óuvərkæst] *adj.*

When the sky is **overcast**, it is full of clouds and is not sunny.

→ *The sky was **overcast** in the morning, but by noon it was bright again.*

poignant [pɔ́inyənt] *adj.*

When something is **poignant**, it causes a very strong feeling of sadness.

→ *The girls cried at the end of the **poignant** movie.*

ranger [rèindʒə:r] *n.*

A **ranger** is a person who protects the forest or parks.

→ *Peter wanted to be a **ranger** because he liked spending time outside.*

rubble [rʌ́bəl] *n.*

Rubble is piles of broken stone and wood created after a building is destroyed.

→ *There was **rubble** all over the city after the earthquake.*

seclude [siklú:d] *v.*

To **seclude** someone means to keep them away from other people.

→ *She was **secluded** on an island for over a year.*

sideways [saidweiz] *adv.*

If something moves **sideways**, then it moves to or from the side.

→ *Jim turned **sideways** in order to slow down and stop his snowboard.*

sob [sɑb] *v.*

To **sob** is to cry loudly.

→ *I **sobbed** when my youngest daughter got married.*

sober [sóubə:r] *adj.*

When something or someone is **sober**, they are serious and calm.

→ *After the funeral, everybody felt very **sober**.*

speck [spek] *n.*

A **speck** is a very small mark or amount.

→ *A **speck** of blood appeared where the mosquito bit him.*

upbringing [ʌ́pbriŋiŋ] *n.*

An **upbringing** is the way that someone is taught to behave by their parents.

→ *He had a strict **upbringing** and was never allowed to watch television.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. omen
   a. sign b. storm c. accident d. item
2. apparatus
   a. method b. idea c. device d. name
3. convection
   a. weather b. belief c. heat flow d. movement
4. sob
   a. watch b. serve c. wait d. cry
5. seclude
   a. study b. repair c. hide d. purchase
6. ranger
   a. forest worker b. police c. lumberjack d. guard
7. avalanche
   a. landslide b. snowstorm c. disaster d. believable
8. accumulate
   a. impressive b. winning c. collect d. wave
9. rubble
   a. boards b. dirt c. ruins d. ice
10. upbringing
    a. background b. routine c. schedule d. experience

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The accident wasn't serious, and Ernest was released from the hospital quickly.

   _____

2. My grandfather says that if you have itchy hands, it's a(n) sign that you'll receive money soon.

   _____

3. The book's emotional descriptions taught me that war brings sadness to everyone.

   _____

4. The photograph was perfect except for a tiny mark on the corner.

   _____

5. The child cried loudly because his mother wouldn't buy him a toy he wanted.

   _____

Exercise 3

Choose the one that is opposite in meaning to the given word.

1. overcast
   a. warm b. bright c. morning d. apparent
2. consistency
   a. irregularity b. delicacy c. loyalty d. intelligence
3. poignant
   a. gloomy b. supportive c. thoughtful d. unemotional
4. intact
   a. alive b. broken c. aged d. tired
5. mortal
   a. natural b. content c. deadly d. everlasting
6. speck
   a. huge b. fragment c. far d. clear
7. sober
   a. drunk b. caring c. calm d. ready
8. discharge
   a. cure b. imprison c. pay d. arrive
9. aerial
   a. from ground b. technology c. emergency d. safety
10. sideways
    a. quickly b. forward c. again d. safely

Exercise 4

Fill in the blanks with the correct words from the word bank.

Word Bank

aerial	accumulated	sober	rubble	intact
overcast	avalanche	sideways	ranger	mortal

Before the storm, it was very windy and 1_____ outside.
When it began to snow, it quickly 2_____ on the roof.

The old wall fell over 3_____ and broke to pieces.
Afterwards, nothing was left but some 4_____.

The photograph, though old, was still 5_____.
It showed my father in his forest 6_____ uniform.

After the 7_____, much of the town was destroyed by snow.
8_____ photographs showed that only a few houses remained.

It was a very 9_____ moment for him when his wife passed away.
He truly realized that people are 10_____.

The Avalanche

Randy was a forest **ranger**. Because of his job, he was **secluded** in a cabin in the wilderness.

One day, the radio reported, "**Convection** in the atmosphere is causing a lot of clouds to form. A serious storm . . ." Suddenly, the radio went silent. The signal was lost.

He went outside and looked at the **overcast** sky. Anybody else would have taken the dark sky as an **omen** of a very bad storm, but not Randy. His **upbringing** had taught him **consistency**. He had done this job for years, and nothing could stop him. Besides, he thought nothing could hurt him.

Today, he had a very important task to do. The snow was starting to pile up high on the mountain. If too much **accumulated**, it could cause an **avalanche**. But Randy had an **apparatus** to get rid of the snow. It used dynamite to shake the snow and make the top layer of snow come down.

As the snow started falling, he thought about returning to the office until the storm stopped, but he decided not to. Suddenly, he heard a loud noise behind him. It was an avalanche! He started to run, but within seconds, he was knocked **sideways** and buried by the snow and **rubble** from an old cabin that had been destroyed. An **aerial** rescue team came quickly. Randy was just a **speck** amongst the great pile of snow, but the team found him thanks to his brightly colored jacket. They quickly took him to a hospital.

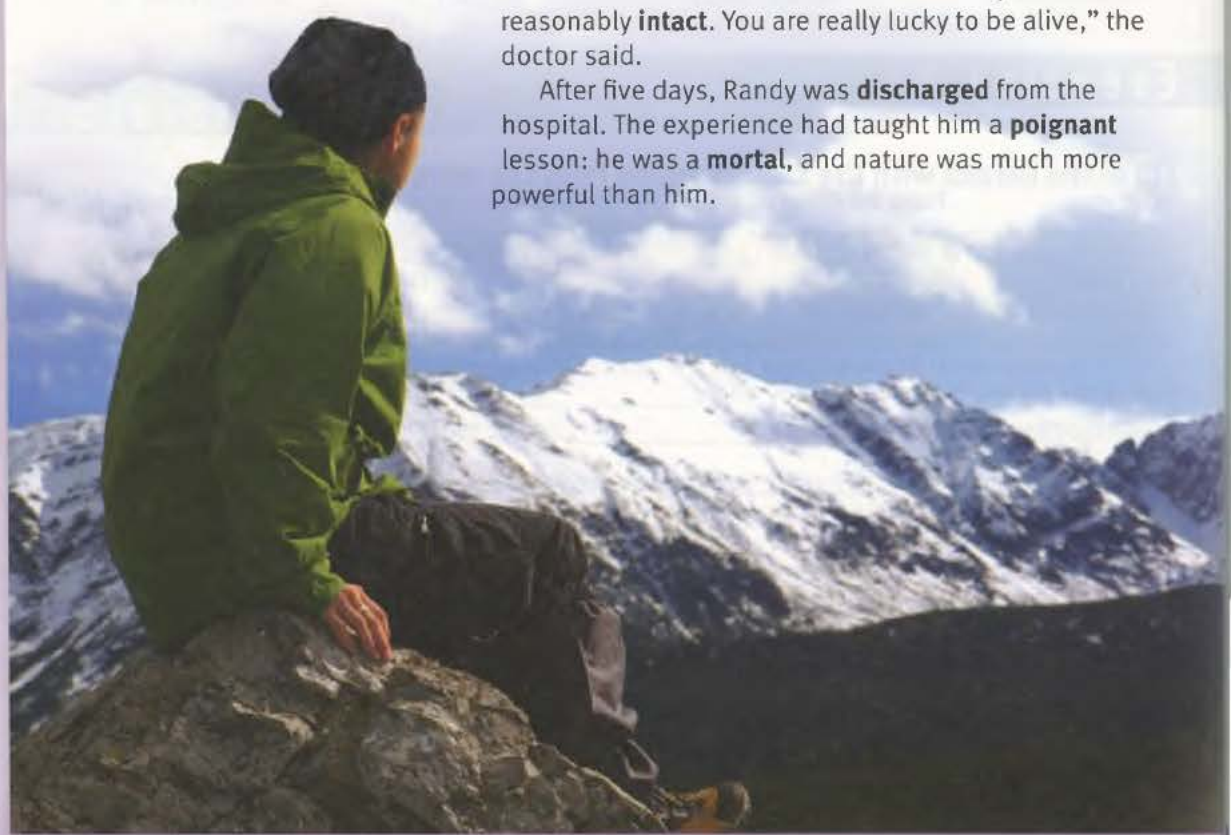
After a few hours, Randy woke up in the hospital. He looked at the **sober** faces of the doctors and saw his wife **sobbing**.

"What's wrong?" he asked. He didn't remember what had happened.

"You were almost killed!" his wife said.

"You broke several ribs. But the rest of you is still reasonably **intact**. You are really lucky to be alive," the doctor said.

After five days, Randy was **discharged** from the hospital. The experience had taught him a **poignant** lesson: he was a **mortal**, and nature was much more powerful than him.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The avalanche was caused by convection in the atmosphere.

_____

2. ____ Randy's job as a ranger had taught him consistency.

_____

3. ____ Randy had an apparatus that moved snow sideways to help avoid avalanches.

_____

4. ____ Randy was seen by the aerial rescue team thanks to his brightly colored jacket.

_____

5. ____ According to the doctor, Randy was lucky to be alive after the avalanche.

_____

PART B Answer the questions.

1. What was the overcast sky an omen of?

_____

_____

2. What did Randy see when he woke up after the avalanche?

_____

_____

3. Why was Randy secluded in the wilderness?

_____

_____

4. How long was it before Randy was discharged from the hospital?

_____

_____

5. What poignant lesson did Randy learn from his experience?

_____

_____

UNIT

11 Word List

advocate [ædvəkèit] *v.*

To **advocate** a plan or idea is to support or suggest it in public.

→ *The group **advocated** increased spending on education and schools.*

authorize [ɔ́:əràiz] *v.*

To **authorize** something means to give permission for it.

→ *The mayor **authorized** the construction of a new statue in the park.*

civilian [siviljən] *n.*

A **civilian** is someone who is not in the military.

→ *It was Todd's job to keep **civilians** from entering the army facility.*

commodity [kəmádəti] *n.*

A **commodity** is something that can be bought or sold.

→ *Fran's uncle made most of his money trading **commodities**.*

conquest [kάŋkwest] *n.*

A **conquest** is an event by which one country takes over another country.

→ *After the **conquest**, the people of the small city had no freedom.*

disclose [disklóuz] *v.*

To **disclose** something means to tell it to someone else.

→ *John came home late, so he had to **disclose** his activities to his wife.*

dynamics [dainæmiks] *n.*

The **dynamics** of a situation are the way that parts of it affect each other.

→ *A good psychologist needs to know a lot about the **dynamics** of brain disorders.*

enroll [enróul] *v.*

To **enroll** in something is to put one's name on a list as a member of a group.

→ *The students had to **enroll** in the class one semester in advance.*

envious [énviəs] *adj.*

When someone is **envious**, they want something that another person has.

→ *They were **envious** of their neighbor's front yard.*

euphoria [ju:fɔ́:riə] *n.*

Euphoria is a feeling of extreme happiness.

→ *The athlete felt **euphoria** after he won the important game.*

festive [fèstiv] *adj.*

When something is **festive**, it is happy and related to a party or celebration.

→ *Dean's favorite part of Christmas is the **festive** clothing that people wear.*

jolly [dʒάli] *adj.*

When someone is **jolly**, they are cheerful and happy.

→ *My grandmother's **jolly** attitude always made me smile.*

lentil [lèntl] *n.*

Lentils are very small beans that people cook and eat.

→ *Danni made her special soup with **lentils** when her husband was sick.*

marshal [mά:rʃəl] *v.*

To **marshal** a group means to assemble them in order.

→ *The students were **marshaled** outside and put into groups.*

morale [mouræl] *n.*

Morale is the amount of hope that people have during a difficult situation.

→ *To improve our family's **morale**, mom suggested going on a picnic.*

prophecy [prάfəsi] *n.*

A **prophecy** is a prediction about what will happen in the future.

→ *Some people believe that **prophecies** are actually true.*

sage [seidʒ] *n.*

A **sage** is someone who is very wise.

→ *Hal always visited the local **sage** for help with love.*

senate [sènət] *n.*

A **senate** is a part of the government in some countries.

→ *Everybody liked Caroline and chose her to speak for them in the **senate**.*

sentiment [sèntəmənt] *n.*

A **sentiment** is an opinion based on your feelings.

→ *Tess told everyone at the table her **sentiments** about eating meat.*

unrest [ʌnrést] *n.*

Unrest is a state of anger about something among the people in a place.

→ *High taxes caused much of the **unrest** that led to the Revolutionary War.*

Exercise 1

Choose the answer that best fits the question.

1. Who is a person with the power to authorize a war?
   a. A teacher b. A guard c. A chef d. A president
2. Which of the following might give you euphoria?
   a. Winning a great prize b. Falling off your bike
   c. Having your jacket stolen d. Cutting your finger
3. What best describes a sage?
   a. Alert b. Intelligent c. Heavy d. Unreliable
4. Which of the following is a valuable commodity?
   a. Oil b. Mountains c. Rainwater d. Grass
5. What might cause unrest at a school?
   a. Students receiving lunch for free b. Students getting rewarded for good grades
   c. Students having daily tests d. Students being told to go home early

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. authorize
   a. make easy b. reinforce c. declare d. reject
2. conquest
   a. combination b. liberation c. eliminate d. shortage
3. disclose
   a. conceal b. support c. dry out d. show as guilty
4. euphoria
   a. measurement b. suggestion c. depression d. untruthfulness
5. unrest
   a. no planning b. peace c. early stage d. generosity
6. sage
   a. fool b. stubborn c. gloomy d. praiseworthy
7. civilian
   a. traditionalist b. salesman c. preacher d. soldier
8. festive
   a. honest b. penniless c. unhappy d. unchanging
9. enroll
   a. quit b. imply c. enlist d. make better
10. advocate
    a. fallen b. sinner c. antisocial d. oppose

Exercise 3

Choose the one that is similar in meaning to the given word.

1. lentil
   a. prize b. bean c. nut d. coin
2. envious
   a. awkward b. sensible c. jealous d. cowardly
3. commodity
   a. product b. inactivity c. genius d. act of scolding
4. dynamics
   a. angry speech b. edge of c. aspects d. enthusiasm
5. prophecy
   a. comes before b. prediction c. true story d. large amount
6. morale
   a. goodness b. confidence c. sympathy d. temperature
7. marshal
   a. assemble b. promise c. attempt d. contain
8. jolly
   a. inspiring b. appealing c. merry d. rational
9. senate
   a. nice feeling b. aspiration c. school d. government
10. sentiment
    a. confidence b. effort c. acceptance d. opinion

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ Janice's dad was a part of the *senate*. He fixed cars all day.
2. ____ Damon read about the Roman *conquest* of northern Africa. He was amazed by all the places that the Romans took over.
3. ____ The teacher understood the *dynamics* between instructors and students in the classroom.
4. ____ Mariah *enrolled* the clothes and put them in her drawer.
5. ____ Sheldon was a vegetarian. He *advocated* for people not to eat meat.

The Lydian King

King Croesus was once one of the richest kings in the world. He ruled over Lydia, an ancient empire located near modern-day Turkey and controlled a valuable **commodity**: gold. Many people were very **envious** of him.

One day, a messenger **disclosed** some interesting news: political **unrest** in Persia had weakened the empire. Before then, the Persians had taken over many countries. Many leaders were scared of the Persian **conquest**. But King Croesus understood the **dynamics** of war better than most. He decided that it would be a good time to try to beat the Persians while they were weak.

He **advocated** starting war, but nobody shared his **sentiment**. Then he asked a wise member of the **senate** who was visiting from Athens. The **sage** didn't say whether he should attack the Persians or not. He only warned him that his good luck wouldn't last.

Finally, King Croesus sent a messenger to visit the Oracle, a special lady who could see the future. The messenger gave the Oracle jugs of wine and baskets of **lentils** in order to make her happy.

When the messenger came back, he was in a **festive** mood.

"What was the Oracle's **prophecy**?" asked King Croesus.

The **jolly** messenger responded, "She said that if you attack Persia, you will destroy a great empire."

The news filled Croesus with **euphoria**. After hearing the Oracle's prophecy, many **civilians enrolled** in the Lydian army. The king **marshaled** his troops and prepared them for a war with Persia. Their **morale** was high because they were sure they would win. Soon, King Croesus **authorized** an attack against the Persians.

However, the Persian army was still very strong. After a few months of fighting, it was obvious that the Oracle's prophecy had come true: by attacking the Persians, King Croesus had destroyed a great empire—his own! King Croesus should have considered the advice more carefully.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ People were envious of King Croesus because he understood the dynamics of war better than anybody else.

_____

2. ____ The messenger disclosed that the Persians were in a state of unrest.

_____

3. ____ The sage man from the senate was the only one that shared the king's sentiment.

_____

4. ____ The messenger gave the Oracle jugs of wine and baskets of lentils to make her happy.

_____

5. ____ The Oracle's prophecy was that the Lydian conquest of Persia would be successful.

_____

PART B Answer the questions.

1. Why did King Croesus advocate war against the Persians?

_____

_____

2. Why was the messenger in a festive and jolly mood when he returned from seeing the Oracle?

_____

_____

3. How did King Croesus feel after he heard the Oracle's prophecy?

_____

_____

4. How did the civilians who enrolled and were marshaled in the Lydian army feel about the war?

_____

_____

5. What did King Croesus learn from the experience?

_____

_____

UNIT 12

Word List

adorn [ədɔ́:rn] *v.*

To **adorn** something means to make it more beautiful by decorating it.

→ *Small glass beads **adorned** the vase.*

bliss [blis] *n.*

Bliss is a state of complete happiness.

→ *Every time he sees his girlfriend, he feels a sense of **bliss**.*

butler [bʌ́tlər] *n.*

A **butler** is the most important male servant in a wealthy house.

→ *Whenever he needed something, he rang a bell, and the **butler** appeared.*

cramp [kræmp] *n.*

A **cramp** is a strong pain caused by a muscle after a lot of physical use.

→ *After the marathon, Jenny got a terrible **cramp** in her calf muscle.*

dilapidated [dilǽpədeitid] *adj.*

When a building is **dilapidated**, it is old and in bad condition.

→ *Paint peeled off of the old **dilapidated** apartment building.*

evoke [ivóuk] *v.*

To **evoke** a memory or emotion means to make it occur.

→ *The picture **evoked** memories of when grandmother was a girl.*

farewell [fɛ̀ərwél] *n.*

A **farewell** is an instance of saying goodbye or a way to say it.

→ *She got on the plane after we said our **farewells**.*

faucet [fɔ́:sit] *n.*

A **faucet** is a device that controls the flow of a liquid or gas.

→ *Turn off the **faucet** when you are done brushing your teeth.*

filth [filθ] *n.*

Filth is a large amount of dirt or dirty things that disgust you.

→ *There was tons of **filth** and trash on the shore of the river.*

flaw [flɔ:] *n.*

A **flaw** is a mistake in something that causes it to be less effective or correct.

→ *We discovered a major **flaw** in the metal chain.*

grin [grin] *v.*

To **grin** means to smile broadly.

→ *That joke makes me **grin** every time I hear it.*

housekeeping [háuskì:pin] *n.*

Housekeeping is the maintenance of a house or an establishment like a hotel.

→ ***Housekeeping** is not much fun, but it has to be done.*

mound [maund] *n.*

A **mound** of something is a large pile of it.

→ *There was a **mound** of clothes on the messy teenager's floor.*

numb [nʌm] *adj.*

When a body part is **numb**, it does not have any feeling.

→ *After holding my hand under the icy water, my fingers went **numb**.*

reckless [réklis] *adj.*

When people are **reckless**, they act in an unsafe way.

→ *The **reckless** driver posed a threat to everyone else on the road.*

slate [sleit] *n.*

Slate is a dark grey rock that can easily be split into layers.

→ *The roof of the church was made of **slate**.*

stool [stu:l] *n.*

A **stool** is a seat with legs but no support for a person's arms and back.

→ *I don't find **stools** very comfortable to sit on.*

testament [téstəmənt] *n.*

A **testament** to something shows that it exists or is true.

→ *The beautiful performance was a **testament** to the singer's natural talents.*

timber [timbə:r] *n.*

Timber is wood that is used for building houses and making furniture.

→ *Trees in this area are grown specifically to be used for **timber**.*

valve [vælv] *n.*

A **valve** is a device attached to a pipe that controls the flow of liquid or air.

→ *The mechanic removed the dirt to clear the engine **valve**.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. reckless
   a. impressive b. careless c. fake d. colorful
2. flaw
   a. loss b. injury c. mistake d. relative
3. farewell
   a. goodbye b. maybe c. instead d. with luck
4. filth
   a. ice b. dirt c. tear d. track
5. bliss
   a. boldness b. comfort c. greatness d. happiness

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. The large pile of dirt covered most of the backyard.
   _____
2. Please call for the most important male servant.
   _____
3. I don't think we have enough wood used for building furniture to complete the project.
   _____
4. The playful puppy made the baby smile broadly.
   _____
5. We'll have to install a new device that attaches to a tube to control the flow of liquid.
   _____
6. I got a small muscle pain in my leg after having a long workout at the gym.
   _____
7. To reach the TV, the young girl stood on the seat with legs but no arm support.
   _____
8. A high examination score is a proof of the existence of good studying skills.
   _____
9. The man became worried when his arm was without feeling.
   _____
10. He was hired to repair the house that had become old and in bad condition.
    _____

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The scientist's theory was full of *flaws*. There was no way it could work.
2. ____ The *butler* catered to the old man's every need.
3. ____ I hope we do not have to say *farewells* to the bus to school.
4. ____ The teacher was proud of the *filth* her students achieved in class.
5. ____ After the initial pain of dropping the hammer on my toe, it went *numb*.
6. ____ He was not looking forward to cleaning the huge *mound* of dirty dishes in the sink.
7. ____ The scared child felt *bliss* and cried for his mother.
8. ____ Huge stained-glass windows *adorn* the new church.
9. ____ Fossil evidence is a *testament* to the immense size of dinosaurs.
10. ____ The *reckless* climber took every precaution to insure a safe climb.
11. ____ The girl's jump rope has a *cramp* in it.
12. ____ The weather report says *slate* will fall for the next three days.
13. ____ My entire family helps with *housekeeping*. I sweep the floor, and my brother dusts.
14. ____ The mother *grinned* when her child scored the winning run in the baseball game.
15. ____ The *timber* was a nice addition to our breakfast meal.
16. ____ He took off his shoes and leaned back into the comfortable *stool*.
17. ____ Adjust the *valve* to insure proper airflow.
18. ____ The *dilapidated* fire truck was a beautiful site.
19. ____ The movie was great because it *evoked* strong feelings in viewers.
20. ____ You can get hot or cold water from this *faucet*.

The Butler

Greta was an elderly lady who lived alone in a huge, **dilapidated** mansion. The mansion was in terrible condition. It was covered with **filth**, and most of the furniture was broken. Plus, the kitchen sink leaked water all over the floor. Greta was too old to do **housekeeping** and repairs herself, so she hired a **butler** named Gordon.

Gordon was a young, muscular man. His muscles were a **testament** to his strong work ethic. He believed that if he worked hard, great things would happen for him. On his first day, he worked for hours cleaning and making repairs. He swept up **mounds** of dirt. He tightened the **valve** underneath the kitchen **faucet** to stop the leak. He even bought **timber** to build new **stools** for the kitchen. He worked so hard that his fingers went **numb**, and he got **cramps** in his shoulders.

Gordon worked hard every day. Even when tasks were boring, he was never **reckless**. He made sure there were no **flaws** in his work. Gordon was worried, however, that Greta wasn't pleased. She never expressed thanks or said that he did a good job. The lack of appreciation **evoked** unhappy feelings in Gordon. He even thought about quitting. But he decided the right thing to do was to keep working hard.

One day, while Gordon was sweeping, Greta said, "Gordon! I have a surprise for you!" He went to Greta's room and saw a beautiful **slate** statue. It looked just like him! It was **adorned** with a banner that read: "Welcome home."

Greta said, "You've made this ugly old mansion look new again. I'm so thankful for your hard work that I want you to have it. I'll move into a smaller house."

He **grinned** and gave Greta a big hug. He said, "I'm in **bliss**! My hard work really paid off!"

The two said their **farewells**, and Gordon spent the afternoon admiring his beautiful new home.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The dilapidated mansion was covered in filth.

_____

2. ____ Gordon's muscles were a testament to his flaws.

_____

3. ____ Gordon was never reckless even when tasks were boring.

_____

4. ____ The mound of dirt evoked unhappy feelings in Gordon.

_____

5. ____ Gordon tightened the valve under the kitchen faucet and bought timber to build stools.

_____

PART B Answer the questions.

1. Why did Greta hire a butler to do the housekeeping and repairs?

_____

_____

2. Why did Gordon's shoulders get cramps and his fingers become numb?

_____

_____

3. What was written on the banner that adorned the slate statue?

_____

_____

4. What did Gordon say when he grinned and felt bliss?

_____

_____

5. What happened after Greta and Gordon said their farewells?

_____

_____

UNIT 13

Word List

certify [sə́:rtəfài] *v.*

To **certify** something means to confirm that its results are true.

→ *The photograph on her passport **certified** that she was indeed Jolene Sawyer.*

collaborate [kəlǽbərèit] *v.*

To **collaborate** means to work together on something.

→ *When they **collaborated**, they managed to finish their chores early.*

compile [kəmpáil] *v.*

To **compile** things means to collect a variety of them into a group.

→ *She **compiled** a list of people who she wanted to attend her birthday party.*

counteract [kàuntərǽkt] *v.*

To **counteract** something means to act against it in order to reduce or stop it.

→ *Medicine is supposed to **counteract** illnesses.*

curb [kə:rb] *v.*

To **curb** something means to prevent it from happening or increasing.

→ *She **curbed** her anger by listening to a relaxing song.*

diagnose [dáiəgnòus] *v.*

To **diagnose** someone means to identify the medical condition they have.

→ *Several of the children were **diagnosed** with the flu.*

enact [inǽkt] *v.*

To **enact** something means to make it into a law.

→ *The council **enacted** a law that would only allow buses to drive downtown.*

federation [fèdəréiʃən] *n.*

A **federation** is a group of states or businesses working for a common cause.

→ *The United Nations is a **federation** designed to prevent war, disease, and famine.*

gross [grous] *adj.*

If something is **gross**, then it is disgusting.

→ *The food was so **gross** that the dog couldn't eat it without feeling sick.*

humane [hju:méin] *adj.*

If something is **humane**, then it is good and kind.

→ *Helping build homes for poor people is very **humane**.*

intolerable [intálərəbəl] *adj.*

If something is **intolerable**, then it is so bad that people cannot bear it.

→ *The weather was so **intolerable** that I had to put on my warmest clothes.*

needy [ni:di] *adj.*

If someone is **needy**, they are very poor.

→ *After he lost his job, he became very **needy**.*

onset [ánsèt] *n.*

The **onset** of something unpleasant is the beginning of it.

→ *At the **onset** of the battle, the enemy wasn't prepared for such a large attack.*

pledge [pledʒ] *v.*

To **pledge** means to make a promise to do something.

→ *Her mother **pledged** that she would find her daughter's lost kitten.*

prohibit [prouhíbit] *v.*

To **prohibit** something means to not allow it.

→ *She **prohibited** the students from speaking until their work was done.*

rash [ræʃ] *n.*

A **rash** is an infected area of the skin with redness, bumps, itching, or dryness.

→ *The new perfume left a horrible **rash** on my skin.*

render [rendər] *v.*

To **render** something means to make it become something else.

→ *His report was **rendered** unimportant by the release of new information.*

smallpox [smɔ́:lpàks] *n.*

Smallpox is a disease that causes tiny bumps on the skin and high fevers.

→ *When she saw the tiny bumps, she thought her son might have **smallpox**.*

transmit [trænsmít] *v.*

To **transmit** something means to pass it from one person or place to another.

→ *The radio tower **transmits** a signal to all the radios in a 20-kilometer radius.*

vow [vau] *v.*

To **vow** means to make a promise to do something.

→ *Before they are allowed to work, all senators must **vow** to never accept bribes.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. federation
   a. motion b. union c. suction d. tension
2. render
   a. stop b. tear c. rent d. make
3. smallpox
   a. disease b. match c. arrive d. hide
4. curb
   a. drain b. excuse c. prevent d. breathe
5. diagnose
   a. smell b. continue c. extend d. identify
6. certify
   a. apply b. reduce c. confirm d. listen
7. rash
   a. pants b. bumps c. lists d. pies
8. needy
   a. poor b. sweet c. moist d. short
9. onset
   a. fork b. show c. light d. start
10. collaborate
    a. cooperate b. estimate c. understand d. determine

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. enact
   a. open b. travel c. cancel d. recline
2. intolerable
   a. chewable b. washable c. bearable d. honorable
3. pledge
   a. lie b. write c. throw d. fall
4. counteract
   a. pretend b. arrange c. support d. repair
5. vow
   a. command b. gather c. elect d. deceive
6. prohibit
   a. examine b. undo c. allow d. chew
7. transmit
   a. ride b. hold c. dig d. burn
8. gross
   a. little b. similar c. powerful d. pretty
9. compile
   a. tower b. scatter c. mound d. dinner
10. humane
    a. hairy b. kind c. close d. cruel

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. The new law will make the schools less effective at teaching certain subjects.

   _____

2. Some countries have a larger population of poor citizens than other countries do.

   _____

3. The teachers collected the names of all the students who passed the test in her book.

   _____

4. If you touch that plant, you might get a sore and infected area of skin that itches badly.

   _____

5. The doctor identified her illness as being only a mild stomach flu.

   _____

6. I don't like those kinds of movies because they have scenes that are really disgusting.

   _____

7. Many diseases are passed from one person to another when they shake hands.

   _____

8. The companies agreed that it would be cheaper to ship the fruit if they formed a group.

   _____

9. Her treatment of the patients was good and kind, and they seemed to heal much faster.

   _____

10. The two artists decided to work together on their next series of sculptures.

    _____

The End of Smallpox

Smallpox was once the most deadly disease in the world. During the 1800s, more than 20 million people got the disease every year. Of those, nearly half died. At the **onset** of smallpox, people suffered from high fevers, headaches, vomiting, and aching muscles. Yet the worst symptom of all was an **intolerable rash** that caused irritation on the entire body. Those who survived the disease were often **rendered** blind or left with **gross** scars on their face and body.

Today, however, cases of smallpox are very rare due to the work of many countries during the late 1900s. This **federation** of countries **collaborated** to completely destroy smallpox. Early in the century, wealthy countries in Europe and North America had developed a substance that made the body immune to smallpox. They had required all their citizens to get this vaccine to **counteract** the disease. Hence, the people of these countries no longer had to worry about smallpox.

However, many of the **needy** people in poorer parts of the world still suffered from the disease. Their countries could not afford the vaccine nor supply enough doctors to **curb** the spread of smallpox.

In 1950, the wealthier countries of the world **vowed** to free the world of the disease. They **pledged** to supply the vaccine to any country that could not afford it. Scientists **compiled** lists of areas where the disease still thrived. Then doctors **diagnosed** people who had the disease in these areas. They **enacted** laws that **prohibited** people with smallpox from mixing with those who did not. In this way, they could not **transmit** the disease to others. Then the doctors gave all of them the vaccine.

It took a long time and a lot of work. But nearly thirty years later, on December 9, 1979, a group of scientists **certified** that smallpox had been successfully stopped. The **humane** efforts of people from all over the world had accomplished a great task.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ In the 1800s, more than 20 million people were diagnosed with smallpox each year.

_____

2. ____ Smallpox rendered people bald and caused an intolerable rash that left gross scars.

_____

3. ____ Laws were enacted to prohibit sick people from mixing with healthy people.

_____

4. ____ The wealthier countries pledged to give North America a vaccine to counteract smallpox.

_____

5. ____ The humane efforts of people everywhere helped to successfully stop smallpox.

_____

PART B Answer the questions.

1. What did people suffer from at the onset of smallpox?

_____

_____

2. What did the federation of countries collaborate in order to do?

_____

_____

3. Why couldn't the needy peoples' countries curb the spread of smallpox?

_____

_____

4. What did doctors do to help reduce the spread of smallpox?

_____

_____

5. Who certified that smallpox had been stopped in December of 1979?

_____

_____

UNIT

14 Word List

camouflage [kæməflà:ʒ] *n.*

Camouflage is something used to hide people and things.

→ *The green and brown **camouflage** was best used for hiding in forests and jungles.*

contemplate [kɑ́ntəmplèit] *v.*

To **contemplate** something means to think about it.

→ *Mark took a moment to **contemplate** the math problem before solving it.*

contend [kənténd] *v.*

To **contend** with something means to struggle to overcome it.

→ *Stacy had to **contend** with a learning disability throughout high school.*

cot [kɑt] *n.*

A **cot** is a small portable bed.

→ *At the camp, the boys' cabin was lined with **cots**.*

enlist [enlist] *v.*

To **enlist** means to join the military.

→ *In their final year at school, the students were asked to **enlist** in the military.*

frontier [frʌntiə:r] *n.*

A **frontier** is a border between two regions or countries.

→ *A fence was built along the **frontier** where the river curved.*

handbook [hǽndbùk] *n.*

A **handbook** is an item that gives specific information or instructions.

→ *If you look at the **handbook**, it will tell you which wires to connect to the TV.*

hesitant [hézətənt] *adj.*

If someone is **hesitant**, then they are not sure or slow in acting or speaking.

→ *Though he knew the answer, he was **hesitant** to say it because he might be wrong.*

lush [lʌʃ] *adj.*

If something is **lush**, then it is full of a variety of large, healthy plants.

→ *The **lush** jungle was filled with plants, trees, and vines.*

marrow [mǽrou] *n.*

Marrow is the soft substance in the center of bones.

→ *Dissolved **marrow** is a common ingredient in soups.*

outfit [áutfit] *n.*

An **outfit** is a set of clothes worn together, often for a certain job or event.

→ *Kelly's new **outfit** made her look so glamourous.*

paw [pɔ:] *n.*

A **paw** is an animal's foot that has claws or soft bottoms.

→ *The kitten cleaned its **paws** with its tongue.*

quiver [kwivər] *v.*

To **quiver** means to tremble or shake.

→ *The flame on the candle **quivered** whenever someone opened or closed a door.*

splendid [splêndid] *adj.*

If something or someone is **splendid**, then they are very good.

→ *From his head down to his shoes, his clothes looked **splendid**.*

stray [strei] *v.*

To **stray** means to go in a wrong direction and often become lost.

→ *He found himself lost because he had **strayed** from the tour group.*

substantial [səbstænʃəl] *adj.*

If something is **substantial**, then it is of great importance, size, or value.

→ *The bank said that he owed it a **substantial** amount of money.*

torch [tɔ:rtʃ] *n.*

A **torch** is a stick with one end on fire that can be carried in order to give light.

→ *He grabbed a piece of wood and stuck it in the fire in order to make a **torch**.*

tract [trækt] *n.*

A **tract** is a large area of land.

→ *On the other side of the mountains was a long **tract** of forest.*

vigil [vidʒəl] *n.*

A **vigil** is a period of watchful attention at night for a specific purpose.

→ *He had a **vigil** in front of the tomb for three days.*

weary [wiəri] *adj.*

If someone is **weary**, then they are tired.

→ *Jane was **weary** after a long day of work.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. paw
   a. father b. foot c. fort d. fashion

2. cot
   a. chamber b. bed c. fabric d. hut

3. camouflage
   a. disguise b. funny c. tired d. scared

4. lush
   a. shelf b. poem c. weather d. green

5. substantial
   a. backward b. majestic c. large d. comfortable

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

camouflage	outfit	weary	handbook	lush
torches	paw	vigil	enlist	contemplated

At first, he didn't know to which animal the 1_____'s print belonged.
But after he looked it up in the 2_____, he knew what it was.

He decided to 3_____ in the army.
After he was done signing the papers, he dressed in his new 4_____.

She was supposed to keep a(n) 5_____ all night.
However, she soon became 6_____ and fell asleep.

Because the forest was so 7_____, it was dark inside even during the day.
So, in order to see the path, the explorers had to light their 8_____.

He 9_____ how to get the stains out of his favorite suit.
At last, Mark decided to wear another 10_____.

Exercise 3

Choose the one that is opposite in meaning to the given word.

1. contend
   a. give up b. ready c. quick d. ugly

2. substantial
   a. bright b. runny c. small d. handsome

3. hesitant
   a. visible b. certain c. colorful d. broken

4. splendid
   a. night b. whale c. terrible d. skin

5. enlist
   a. resign b. erase c. boil d. increase

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ I am so *weary*. The loud music kept me awake most of last night.

2. ____ The pages in the book were *quivering* with sheer horror.

3. ____ Bill was *hesitant* to speak to his teacher. But after thinking about it, he talked to her.

4. ____ You can tell that the bones are old because they don't have any *marrow* left in them.

5. ____ I have five siblings. We often *contend* with each other for our parents' attention.

6. ____ After the meal, Father *strayed* the bill, and we left.

7. ____ Mountains divide the northern *frontier* from the southern plains.

8. ____ He parked the car in the *cot* but didn't notice he was on the wrong street.

9. ____ I installed a new *tract* in the bathroom today.

10. ____ I had to *contemplate* what I was going to do with my life.

The Coward's Lesson

Tom was easily frightened. He **enlisted** in the army because he thought the military would teach him courage. And though he needed courage, he never imagined how he would learn it.

During a march across a **tract** of wilderness near his country's **frontier**, Tom **strayed** from his squad. He had stopped to gaze at a **splendid** view of a **lush** valley. When he turned around, his squad was gone. He searched for them, but because their **outfits** had **camouflage**, he couldn't find them.

It was getting dark, and Tom grew **weary**. All he had was a knife, a boomerang, and his **handbook**. He made a camp for the night. It was cold, and the ground was hard. He wished he had his **cot** and a blanket. Instead, he made a fire, wrapped himself tightly in his jacket, and fell asleep.

A loud noise roused him from his sleep. "What was that?" he wondered.

Then he noticed it. An animal of **substantial** size had left a print from its **paw** in the dirt. He sat closer to the fire and looked into the darkness. He imagined a large beast jumping from the gloom and attacking him. He shook so much from fear that it felt like the **marrow** in his bones **quivered**.

Tom **contemplated** many different plans. He was **hesitant** to act. He decided to stay by the fire, but during his **vigil**, he heard more noises.

He couldn't **contend** with his fear any longer. He knew what he had to do. He made a **torch** and followed the prints. He heard a twig snap very close ahead, but he bravely went on. Seconds later, he discovered what had scared him. It was only a kangaroo.

Tom went back to his camp and slept. In the morning, he found his squad. He had finally learned courage. He learned that he had to confront his fear in order to conquer it.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Tom strayed from his squad to gaze at a splendid view of a lush forest near the frontier.

_____

2. ____ Tom couldn't find his squad on the tract of wilderness because their outfits had camouflage.

_____

3. ____ All Tom had with him was his cot, a boomerang, and his handbook.

_____

4. ____ A monster of substantial size left a print from its paw in the dirt near Tom's fire.

_____

5. ____ A loud noise woke him from his sleep.

_____

PART B Answer the questions.

1. Why did Tom enlist in the military?

_____

_____

2. What roused Tom from his sleep?

_____

_____

3. What caused Tom to shake so much that the marrow in his bones quivered?

_____

_____

4. Though he contemplated many plans, he was hesitant to act. What did he finally decide to do?

_____

_____

5. During his vigil, what could Tom not contend with any longer?

_____

_____

UNIT 15

Word List

adhere [ədhiər] *v.*

To **adhere** means to act in the way that a rule or agreement says is right.

→ *If the new employees wish to succeed, they must **adhere** to the boss's rules.*

administer [ədministər] *v.*

To **administer** means to take responsibility for organizing something.

→ *The teacher's assistant will **administer** the test.*

compassionate [kəmpæʃənit] *adj.*

When people are **compassionate**, they feel pity and sympathy for others.

→ *The **compassionate** nurse tried to make the sick man feel comfortable.*

contaminate [kəntæmənèit] *v.*

To **contaminate** something means to put dirty or harmful chemicals into it.

→ *The lake was **contaminated** when pollutants entered into the water.*

deficiency [difiʃənsi] *n.*

A **deficiency** is a lack of something, especially something that is needed.

→ *Your snack has a **deficiency** of any real nutrients.*

epidemic [èpədémik] *n.*

An **epidemic** is an outbreak of a disease that spreads quickly.

→ *It was difficult to stop the flu **epidemic**.*

hazard [hǽzərd] *n.*

A **hazard** is something that could be dangerous to a person's health or safety.

→ *Smoking cigarettes poses many health **hazards**.*

imperative [impérətiv] *adj.*

When something is **imperative**, it is extremely important and must be done.

→ *It was **imperative** for him to find a job.*

intestines [intéstinz] *n.*

Intestines are tubes through which food passes after it leaves the stomach.

→ *Whatever you eat goes into your **intestines**.*

manifest [mǽnəfèst] *v.*

To **manifest** means to make something visible or obvious.

→ *The holiday season **manifested** joy in the children.*

metabolic [mètəbɑ̀lik] *adj.*

When something is **metabolic,** it relates to a person's or animal's metabolism.

→ *People who have a low **metabolic** rate will gain weight.*

overcrowded [òuvərkráudid] *adj.*

When a place is **overcrowded,** it has too many people or things in it.

→ *The lobby was **overcrowded** with people.*

paramount [pærəmàunt] *adj.*

When something is **paramount,** it is more important than anything else.

→ *The safety of passengers must be **paramount** when designing a car.*

practitioner [præktíʃənər] *n.*

A **practitioner** is a doctor.

→ *She made an appointment with the **practitioner** to treat her cough.*

provision [prəvíʒən] *n.*

The **provision** of something is the act of giving it to people in need or want.

→ *That department is responsible for the **provision** of emergency supplies.*

replenish [riplénij] *v.*

To **replenish** something means to make it full or complete again.

→ *We planted nearly one hundred seeds to **replenish** the garden after the fire.*

sterile [stéril] *adj.*

When something is **sterile,** it is completely clean and free from germs.

→ *The hospital room looked quite **sterile**.*

upgrade [ʌ̀pgréid] *v.*

To **upgrade** something means to improve it or make it more efficient.

→ *He **upgraded** to a real fancy car.*

viable [váiəbəl] *adj.*

When something is **viable,** it is capable of doing what it is intended to do.

→ *Her method of solving the math problem seemed **viable**.*

voluntary [vɑ́ləntèri] *adj.*

When something is **voluntary,** it is done by choice but is not required.

→ *Many people attended the **voluntary** boat safety class.*

Exercise 1

Choose the answer that best fits the question.

1. What can start an epidemic?
   a. A kingdom
   b. A virus
   c. A fire
   d. A storm

2. What is found inside intestines?
   a. Books
   b. Students
   c. Food
   d. Electronics

3. If you replenish an empty refrigerator, you _____.
   a. turn the temperature down
   b. fill it with food
   c. clean it with a sponge
   d. replace the light bulb

4. What is a hazard on a street?
   a. A stop sign
   b. A hole in the ground
   c. A carpool lane
   d. A crosswalk

5. What can contaminate the air?
   a. A poison
   b. A flower
   c. A mosquito
   d. A flag

6. Which of the following is the most serious to have a deficiency of?
   a. Children
   b. Addresses
   c. Vitamins
   d. Pencils

7. What process is metabolic?
   a. Sitting quietly
   b. Learning to spell
   c. Sleeping
   d. Digesting food

8. What is paramount when swimming underwater?
   a. Not getting wet
   b. Holding your breath
   c. Breathing regularly
   d. Stretching your limbs

9. What needs to be sterile?
   a. A hospital room
   b. An ocean
   c. A bicycle rack
   d. The soil

10. What does a practitioner do?
    a. Make furniture
    b. Fight crime
    c. Make laws
    d. Treat the sick

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. voluntary
   a. heavy b. required c. obvious d. nonexistent
2. imperative
   a. unimportant b. faulty c. mastered d. chosen
3. compassionate
   a. likely b. distant c. afraid d. uncaring
4. sterile
   a. not fair b. not clean c. not free d. not working
5. overcrowded
   a. empty b. costly c. silly d. bland

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. They need to improve and make more efficient the medical devices in the hospital.

   _____

2. To save the boy, rushing into the burning house is extremely important and must be done.

   _____

3. Handing out rain jackets was a necessary act of giving.

   _____

4. Sometimes, cold weather can be made visible or obvious in the most unlikely places.

   _____

5. The theory seems capable of doing what it needs to do to me.

   _____

6. You must act in a way that is right according to the rules of the game.

   _____

7. Joining the choir will be an action that is done by choice.

   _____

8. The amusement park was no fun because it was occupied by too many people.

   _____

9. Who is going to take responsibility for organizing the protest?

   _____

10. The criminal was certainly not feeling pity or sympathy for suffering people.

    _____

Epidemic in Zimbabwe

In August of 2008, a deadly cholera **epidemic manifested** in Zimbabwe. A severe health **hazard** caused the outbreak. There was an extreme lack of clean drinking water in the **overcrowded** urban cities. Garbage and chemicals got into the public water supplies and **contaminated** them. Since people did not have access to other sources, they had to drink the dirty water.

The outbreak spread rapidly and infected almost 16,000 people. The illness caused extreme pain in people's **intestines**. It also caused a **deficiency** of important fluids in sick people's bodies. Without the proper fluids and minerals, **metabolic** processes stopped working correctly. People were unable to digest food properly or **replenish** their lost nutrients. If they had not received **viable** treatment, they would have been likely to die. It was **imperative** for help to come soon.

However, the government of Zimbabwe was unable to provide help to its people. The government didn't have a plan to stop the spread of cholera. In addition, the country was too poor to get clean water or medication for the sick. The people seemed to be doomed.

Luckily, many other countries recognized the **paramount** need to contain the outbreak. Dozens of **voluntary practitioners** from Britain, France, the United States, and other countries went to Zimbabwe to treat the disease. Through the **provision** of **sterile** drinking water and medication, people finally got the treatment they badly needed. The **compassionate** doctors were able to save the lives of thousands. By January of 2009, the epidemic was almost completely contained.

Today, the Zimbabwean government is working with other countries to prevent future epidemics. They are cleaning up the water supply and learning how to avoid health hazards. The system used to filter water is being **upgraded**. The government now **administers** the water supply plants and makes sure that they **adhere** to strict safety guidelines. Hopefully, future instances of cholera will be treated before they start deadly epidemics.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The health hazard was a lack of sterile drinking water in overcrowded urban cities.

_____

2. ____ A deficiency of contaminated water caused metabolic processes to stop working correctly.

_____

3. ____ It was imperative that people received viable treatment quickly.

_____

4. ____ The government used to filter water is being upgraded.

_____

5. ____ The government now administers water supply plants to make sure they adhere to guidelines.

_____

PART B Answer the questions.

1. What paramount need did other countries recognize?

_____

_____

2. When did the cholera epidemic manifest itself in Zimbabwe?

_____

_____

3. Where did the voluntary practitioners come from?

_____

_____

4. What were infected people unable to replenish in their intestines?

_____

_____

5. What provisions did the compassionate doctors provide?

_____

_____

UNIT 16

Word List

amid [əmid] *prep.*

If something is **amid** something else, then it is in the middle of it.

→ *The bee was busily flying **amid** the flowers in the garden.*

backstage [bækstèidʒ] *adv.*

If something happens **backstage**, it occurs behind a theater's stage.

→ *After the show, the director went **backstage** and thanked the actors.*

billionaire [biljənɛ̀ər] *n.*

A **billionaire** is someone who has at least one billion dollars.

→ *The sale of his inventions made the inventor a **billionaire**.*

brute [bru:t] *n.*

A **brute** is someone who behaves or looks like a violent animal.

→ *My older brother can act like a **brute** when he doesn't get his way.*

clumsy [klʌ́mzi] *adj.*

If someone is **clumsy**, then they are awkward in handling things.

→ *The businessman was **clumsy** and dropped his work files.*

collide [kəlaid] *v.*

To **collide** with something means to hit into it while moving.

→ *The two cars **collided** with each other because their drivers were not careful.*

culprit [kʌ́lprit] *n.*

A **culprit** is someone who did a crime or other bad deed.

→ *The police were still searching for the **culprit** from the robbery.*

evacuate [ivækjuèit] *v.*

To **evacuate** means to leave a place of danger to a place of safety.

→ *During the flood, many families were **evacuated** to higher ground.*

flammable [flæməbəl] *adj.*

If something is **flammable**, then it is able to catch on fire.

→ *Be careful with that blanket near the candle. It is extremely **flammable**.*

mob [mɑb] *n.*

A **mob** is a large crowd of people that often wants to cause violence.

→ *The copier was destroyed by a **mob** of angry workers.*

premature [prì mətʃúər] *adj.*

If something is **premature**, then it is done too early or before the proper time.

→ *Mark's celebration was **premature** because the ball hadn't fallen in the hole.*

resent [rizént] *v.*

To **resent** something means to have bad feelings about it.

→ *She **resented** the fact that she had never been able to play an instrument.*

satire [sǽtaiər] *n.*

A **satire** is a work of art that uses humor and irony to make fun of something.

→ *This book is a **satire** of what life was like in the army.*

scrutiny [skrú:təni] *n.*

Scrutiny is the careful examination of something.

→ *A scientist should always practice **scrutiny** with their work.*

segregate [ségrigèit] *v.*

To **segregate** something means to place it in a group apart from other things.

→ *In gym class, the children were **segregated** into two groups: boys and girls.*

subject [səbdʒékt] *v.*

To **subject** someone to something means to force them to do or experience it.

→ *The officers **subjected** everyone to a careful search before they left the plane.*

testify [téstəfài] *v.*

To **testify** means to give evidence as a witness.

→ *The judge listened while the victim **testified** about the robbery.*

tumult [tjú:mʌlt] *n.*

A **tumult** is a loud and confused noise made by a large crowd of people.

→ *She couldn't hear her friend over the **tumult** of the other excited guests.*

underestimate [ʌ̀ndəréstəmèit] *v.*

To **underestimate** something or someone means to think they are not important.

→ *We lost the game because we **underestimated** the other team's skill.*

uproar [ʌ́prɔ̀:r] *n.*

Uproar is loud noise caused by people who are very angry or upset.

→ *The fans made a great **uproar** when their team lost the game.*

Exercise 1

Choose the one that is opposite in meaning to the given word.

1. culprit
   a. sewer b. engine c. victim d. muscle

2. segregate
   a. defend b. whisper c. combine d. improve

3. uproar
   a. calm b. particle c. jewels d. substance

4. clumsy
   a. helpful b. quick c. healthy d. graceful

5. premature
   a. smart b. late c. near d. great

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

clumsy	billionaire	culprits	flammable	underestimate
premature	uproar	segregated	backstage	amid

When they canceled the show, there was a great 1_____ from the crowd.
It was so loud that the actors could hear it 2_____.

He placed the rags 3_____ the pile of logs.
The rags were very 4_____ and would help start the fire.

I wouldn't 5_____ that man's class just by the way he talks and dresses.
I've heard that he is actually a(n) 6_____.

It might have been 7_____ of her to walk so soon after the operation.
Her movements were very 8_____, and she might have hurt herself.

The police officer 9_____ the people into two groups.
One group was innocent people, and the other was the 10_____.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. mob
   a. broom b. crowd c. gun d. choice
2. tumult
   a. plan b. gate c. tent d. noise
3. brute
   a. monster b. camera c. smell d. temper
4. resent
   a. buy b. lose c. give d. hate
5. scrutiny
   a. tower b. part c. study d. dream
6. testify
   a. learn b. solve c. greet d. declare
7. collide
   a. sing b. crash c. float d. bake
8. subject
   a. force b. show c. sleep d. teach
9. evacuate
   a. leave b. suck c. check d. share
10. satire
    a. supper b. promise c. coffin d. comedy

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ We had very little time to *evacuate* the building before the earthquake.
2. ____ The guards sometimes *subjected* the prisoners to unfair punishments.
3. ____ Some people like to watch action movies. But I enjoy a good *satire*.
4. ____ When we heard the phone *collide*, we thought it was our uncle calling us.
5. ____ We whispered very quietly in all the *tumult*, or someone might have easily heard us.
6. ____ The women loved the *brute* because he was so kind and gentle.
7. ____ My brother was one of the angry people in the *mob* that day.
8. ____ Her father had to *testify* in court about the car accident he saw.
9. ____ I tried to solve the math problem several times and finally *resented* it in the morning.
10. ____ He has several large homes and his own airplane because he's a *billionaire*.

The Brute and the Billionaire

Hundreds of people had come to see a popular **satire**, but during the performance a fire started in the theater. The audience and actors **evacuated** the building. Luckily, no one was hurt, and the fire was soon put out. Immediately, the audience assembled into an angry **mob** and demanded to know what had happened.

It was soon revealed that the fire had started **backstage**, and only two people were in the area at the time. One was the husband of the play's star actress, the **billionaire** Henry Rich. The other was the theater's janitor, Bill, a large and strong man who looked like a **brute**.

The crowd **segregated** the two men and demanded to know who the **culprit** was. Most of the crowd thought that Bill was to blame. They felt that he had started the fire without ever **subjecting** him to any **scrutiny**. Bill **resented** this but said nothing.

Luckily, the billionaire's wife **testified** in his defense. "Your decision is **premature**," she told the crowd. "I fell down **amid** the **tumult** while everyone fled the fire. Bill rescued me and carried me out of the building. I think you **underestimate** his character. Besides, in order to be close enough to save me, he couldn't have been near the place where the fire began."

The crowd then turned their eyes to the billionaire. "He did it!" they shouted. "Make him pay!"

"Wait," the billionaire said over the **uproar**. "I admit that I started the fire, but it was an accident. I was going backstage to see my wife and was **clumsy**. I **collided** with a lamp, and it fell to the floor. The floor was **flammable**. A fire started, and I fled."

The mob was surprised. The man they blamed was innocent, and the billionaire was guilty. To pay for his error, the billionaire not only repaired the theater but had it remade to be better than before.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The performance was a satire of Communism.

_____

2. ____ The billionaire and the play's star actress were the only two people backstage.

_____

3. ____ Because Henry looked like a brute, the crowd underestimated his character.

_____

4. ____ The billionaire fell down amid the tumult while everyone fled the fire.

_____

5. ____ The crowd made an uproar when they learned who had started the fire.

_____

PART B Answer the questions.

1. Why did the actors and audience have to evacuate the theater?

_____

_____

2. When the mob segregated the two men, who did they first think was the culprit?

_____

_____

3. Who testified in the Bill's defense since the mob didn't subject him to any scrutiny?

_____

_____

4. What was the flammable object that caught fire when Mr. Rich collided with a lamp?

_____

_____

5. Because their decision was premature, what was the mob surprised to learn in the end?

_____

_____

UNIT 17

Word List

accelerate [æksélərèit] *v.*

To **accelerate** means to increase in speed.

→ *When he stepped on the gas pedal, the motorcycle **accelerated**.*

anew [ənjú:] *adv.*

If you do something **anew**, you do it again and in a different way.

→ *Though he had failed his driving test, he decided to try it **anew**.*

defect [difekt] *n.*

A **defect** is a part of something that is wrong or missing.

→ *All these bottles have a **defect** and must be sent back to the warehouse.*

dreary [dríəri] *adj.*

If something is **dreary**, then it is dull, dark, and lifeless.

→ *After the fire, this section of forest is rather **dreary**.*

duplicate [djú:pləkèit] *v.*

To **duplicate** something means to copy it.

→ *She **duplicated** her friend's movements like she was in front of a mirror.*

electromagnetic [ilèktroumægnétik] *adj.*

If something is **electromagnetic**, it is related to electricity and magnetic fields.

→ *Different colors of light come from different levels of **electromagnetic** energy.*

electron [iléktran] *n.*

An **electron** is a particle in all atoms that has a negative electric charge.

→ *The number of **electrons** in an atom determines the substance the atoms make.*

glide [glaid] *v.*

To **glide** means to fly on extended wings with little or no effort.

→ *When the wind is blowing, birds can **glide** easily through the sky.*

ingenious [indʒí:njəs] *adj.*

If someone is **ingenious**, then they are very smart.

→ *Charles was the only person **ingenious** enough to repair the plane's engines.*

innovation [inouvéiʃən] *n.*

An **innovation** is a product or an idea that is new or very original.

→ *Mrs. Johnson made a great **innovation** to the company's business plan.*

innovative [inouvèitiv] *adj.*

If something or someone is **innovative,** they can think in creative ways.

→ *Since Peter was so **innovative**, he was chosen to lead the science team.*

launch [lɔ:ntʃ] *v.*

To **launch** something means to make it go into motion.

→ *The boat **launched** from the dock and floated down the river.*

meteorological [mi:tiərəlάdʒikəl] *adj.*

If something is **meteorological,** it is concerned with the science of weather.

→ *The thunderstorm was so large that it became a great **meteorological** event.*

meteorology [mi:tiərάlədʒi] *n.*

Meteorology is the science that studies the weather.

→ *In order to understand the weather, you have to study **meteorology**.*

penetrate [pénətrèit] *v.*

To **penetrate** something means to enter into it.

→ *The knife easily **penetrated** the surface of the orange.*

propulsion [prəpʌ́lʃən] *n.*

Propulsion is the force that moves something forward.

→ *The **propulsion** lifted the rocket into the sky.*

simulate [simjəlèit] *v.*

To **simulate** something means to copy its actions or characteristics.

→ *The French language teacher could **simulate** the accent of a French citizen.*

spur [spə:r] *v.*

To **spur** someone means to urge them into action.

→ *The coach's speech **spurred** her team into playing the best game of their lives.*

stimulate [stimjəlèit] *v.*

To **stimulate** something means to cause or to increase activity in it.

→ *Doctors sometimes use electric shock to **stimulate** a patient's heartbeat.*

tenacious [tənéiʃəs] *adj.*

If someone is **tenacious,** then they do not easily give up.

→ *I'm sure that he'll finish that difficult sale. He is very **tenacious**.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. defect
   a. perfect b. broken c. clean d. magical
2. innovation
   a. obsolete b. cunning c. original d. compatible
3. accelerate
   a. speed up b. slow down c. open d. melt
4. meteorological
   a. weather b. past c. body d. mind
5. dreary
   a. bright b. fluorescent c. frigid d. dull

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. You can hear because sound causes activity in the tiny hairs on the inside of your ear.
   _____
2. Some worms are small enough to enter into the skin without being detected.
   _____
3. She tried to copy the way her best friend dressed.
   _____
4. The teacher offered the kids candy in order to urge them into finishing their homework.
   _____
5. In science class, we learned about the particles in atoms that have a negative electric charge.
   _____
6. Every time the children's fort fell down, they built it again and better.
   _____
7. She took classes in the science that studies the weather and became a weatherperson.
   _____
8. The small airplane flew without any effort through the sky.
   _____
9. A rocket requires a lot of fuel in order to start it into the sky.
   _____
10. Amanda is quite an intelligent girl for her young age.
    _____

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ Just when you thought you'd caught up to Brian, he'd *accelerate* and quickly get away.
2. ____ The orchestra made a very *tenacious* sound, and many in the audience decided to leave.
3. ____ Dan had *duplicated* the sculpture exactly. It now looked nothing like the original one.
4. ____ Lions are dangerous hunters. They can *glide* through the air to capture their prey.
5. ____ They had a picnic in the park and *launched* on small sandwiches and grapes.
6. ____ We made a small toy train that *stimulated* how real trains worked 100 years ago.
7. ____ Cellular phones are one of the most popular *innovations* in the world today.
8. ____ The knight's sword could not *penetrate* his opponent's armor.
9. ____ The thought of his warm bed *spurred* the traveler on through the cold night.
10. ____ We didn't mind that our paintings got ruined. It was fun to start them *anew*.
11. ____ Satellites are very important for gathering *meteorological* data.
12. ____ Fish use their fins for *propulsion* in the water.
13. ____ I wish Dad wasn't so *innovative*. He always comes into my room without knocking.
14. ____ Some metals are attracted to other metals due to an *electromagnetic* force.
15. ____ Certain kinds of light can *simulate* flowers into producing seeds earlier than usual.
16. ____ John is so *ingenious*. He hasn't passed a single test so far this year.
17. ____ I've always been interested in meteors. That's why I want to study *meteorology*.
18. ____ The lake was frightening. The water was still and *dreary*.
19. ____ Everyone who voted in the *electron* was given the day off of work.
20. ____ The new pot looked perfect. It was covered in new, shiny *defects*.

The Tenacious Inventor

A young student of **meteorology** was having a difficult time with an experiment. He was attempting to **duplicate** lightning in clouds. He had made a device that could **simulate** lightning. It worked by releasing an **electromagnetic** pulse into the cloud. This pulse, in turn, **stimulated** the **electrons** in the cloud's particles. Then the electrons produced lightning.

But his **meteorological** experiment had a major **defect**. He couldn't get the device into the sky.

He had tied it to balloons, but they had burst. He had shot the device from a cannon, but the force of the cannon had damaged it.

"You should give up," his friends told him. "You'll never get that thing into the air."

But his friends' criticisms only **spurred** him to try again. The student was very **innovative**, and at last, he thought that he had an **innovation** that would work. He attached wings to the device, and on one **dreary** day, when clouds blocked the light of the sun, he started his experiment **anew**.

He placed the device on a rocket and **launched** it into the sky. The **propulsion** of the rocket carried the device high into the air. The rocket **accelerated** into the clouds and then released the device. It **glided** on its wings through the clouds, and when it **penetrated** the center of a large black cloud, it emitted the electromagnetic pulse. And just as he had predicted, lightning shot from the cloud!

He called his professors, and the next day they came to watch. He successfully duplicated the experiment. His teachers were extremely impressed and called the student and his invention **ingenious**.

The student was given many awards and became a famous inventor. He had not given up. He had remained **tenacious** and succeeded.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The student of meteorology had bought a device that simulated lightning in clouds.

_____

2. ____ The electromagnetic pulse stimulated the electrons in the cloud's particles.

_____

3. ____ The student's friends' criticisms spurred him to try his experiment anew.

_____

4. ____ It was a dreary day when the device glided into the clouds.

_____

5. ____ The propulsion of the rocket accelerated the speed of the lightning.

_____

PART B Answer the questions.

1. What was the defect of the student's meteorological experiment?

_____

_____

2. What innovation did the innovative student use to launch his device into the clouds?

_____

_____

3. For whom did the student duplicate his ingenious experiment?

_____

_____

4. What did the device do when it finally penetrated the center of a large black cloud?

_____

_____

5. What happened to the student because he was tenacious?

_____

_____

UNIT 18

Word List

beforehand [bifɔ́rhæ̀nd] *adv.*

If something is done **beforehand**, then it is done in advance.

→ *He packed his luggage **beforehand**, so he was able to leave right away.*

centigrade [séntəgrèid] *n.*

If a temperature is **centigrade**, it is scaled, so water freezes at 0° and boils at 100°.

→ *During the spring time, the temperature gets as warm as 26 degrees **centigrade**.*

chatter [tʃætər] *v.*

To **chatter** means to talk quickly about unimportant things.

→ *The children **chattered** in the back of the classroom.*

concerto [kəntʃə́rtou] *n.*

A **concerto** is music for a solo instrument and played with an orchestra.

→ *The piano **concerto** has a section in which only the piano plays.*

condense [kəndéns] *v.*

To **condense** a gas means to make it a liquid.

→ *The cool air made tiny drops of water **condense** on the tops of the grass.*

cove [kouv] *n.*

A **cove** is a part of land where it curves inward around the sea.

→ *They hid the boat in a small **cove** on the south side of the island.*

deteriorate [ditíəriərèit] *v.*

To **deteriorate** means to become steadily worse.

→ *The nation's economy continued to **deteriorate** despite the politicians' efforts.*

exterior [ikstíəriər] *n.*

An **exterior** is the outside surface of something.

→ *The **exterior** of the nut was hard and woody, but the inside was soft and delicious.*

freeway [fríːwèi] *n.*

A **freeway** is a road with no stops where cars travel at high speeds.

→ *Once you get on the **freeway**, it only takes an hour to drive to my parent's farm.*

hearty [hɑ́ːrti] *adj.*

If someone or something is **hearty**, then they are loud and happy.

→ *The grandmother ended her story with a **hearty** laugh that pleased her grandchild.*

hospitable [hάspitəbəl] *adj.*

If someone is **hospitable**, they are friendly to strangers.

→ *At dinner, Dad was very **hospitable** to my friends.*

manor [mænə:r] *n.*

A **manor** is a large house with many rooms.

→ *The **manor** had over forty rooms in addition to beautiful gardens.*

monastery [mάnəstèri] *n.*

A **monastery** is a building in which monks live.

→ *The monks at this **monastery** are famous for their bread and music.*

nursery [nə́:rsəri] *n.*

A **nursery** is a room where babies and children sleep, play, or are cared for.

→ *The children kissed their parents goodnight and went upstairs to the **nursery**.*

outstretched [àutstrétʃt] *adj.*

If something is **outstretched**, then it is extended to its full length.

→ *The cat stood on its back legs with its front legs **outstretched**.*

parcel [pά:rsəl] *n.*

A **parcel** is a package of things to be carried or mailed somewhere.

→ *The **parcel** looked like it had been stepped on by someone.*

profile [próufail] *n.*

A **profile** is an outline of a face, usually as seen from the side.

→ *The drawing of Olivia's **profile** came out very well.*

vivacious [vivéiʃəs] *adj.*

If someone is **vivacious**, they are talkative and cheerful.

→ *Everyone at the party was very **vivacious** and having a good time.*

winding [wáindiŋ] *adj.*

If something is **winding**, then it follows a twisting course.

→ *The **winding** river turned and looped around the bases of the hills.*

zip [zip] *v.*

To **zip** something means to close it with a zipper.

→ *She **zipped** her backpack closed after putting her books inside it.*

Exercise 1

Choose the answer that best fits the question.

1. Who is someone that would most likely be hospitable?
   a. An enemy b. A host c. A singer d. A gangster
2. At what temperature centigrade does water freeze?
   a. 0 degrees b. 32 degrees c. 100 degrees d. 132 degrees
3. If the mist from fog condensed, what would happen to the ground?
   a. It would be wet. b. It would be dry. c. It would be sandy. d. It would be snowy.
4. If you are going on a trip, which is something you should do beforehand?
   a. Exercise b. Take a walk c. Throw a party d. Pack clothes
5. Who of the following would most likely perform a concerto?
   a. A musician b. A pilot c. A swimmer d. A superhero

Exercise 2

Choose the one that is similar in meaning to the given word.

1. monastery
   a. stairs b. currency c. abbey d. frown
2. winding
   a. spiral b. stormy c. broken d. tiny
3. cove
   a. tomb b. oven c. term d. bay
4. freeway
   a. road b. path c. slow d. farther
5. manor
   a. polite b. hut c. large home d. field
6. parcel
   a. landscape b. package c. battery d. moisture
7. nursery
   a. auditorium b. nurse's lounge c. hospital d. infant's center
8. vivacious
   a. angry b. quiet c. cheerful d. tired
9. exterior
   a. priest b. region c. bridge d. outside
10. zip
    a. close b. toss c. join d. walk

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. They didn't want to get covered with sand, so they relaxed on an extended blanket.

   _____

2. The boys were talking quickly about what they were going to do that weekend.

   _____

3. It's easy to go past the exit when you're driving on the road where cars drive fast.

   _____

4. This building used to be a house where monks lived, but now it's used as a museum.

   _____

5. The twisting path that went through the mountains was beautiful to hike in the spring.

   _____

6. The photograph showed one side of the man's face.

   _____

7. Their chances of escaping the room became worse as the water level continued to rise.

   _____

8. The outside surface of the car looked bad, but the inside still looked new.

   _____

9. Lisa is a very loud and happy person.

   _____

10. I'll remember her forever. I had never before met such a cheerful, talkative person.

    _____

The Nurse's Lesson

One of the children in the **nursery** was sick. The child's mother, who was usually quite **vivacious** and **chattered** constantly, was quiet and worried. She knew that if she did not act quickly, the child's condition would **deteriorate**.

She summoned the children's nurse and said to her, "The monks make a medicine that can cure my child's sickness. Please, hurry tonight to the **monastery** and get it."

The nurse immediately hurried from the **manor** to get the medicine. The monastery was far away by Rabbit **Cove**, and there was no **freeway** leading to it. The only way there was to walk along a dark and **winding** trail.

The temperature was close to zero degrees **centigrade**, and it was raining. Luckily, the nurse had grabbed her raincoat **beforehand**. She **zipped** it up and pulled the hood over her head.

"I'll never make it there," she thought. "Perhaps I should return and go in the morning." But she remembered the sick child and decided to continue.

Finally, she arrived at the monastery. It was very late. She feared the monks would not be **hospitable**. But she approached the door and knocked anyway. The rain had **condensed** on the **exterior** of the windows by the door. All she could see was the **profile** of a large man coming to answer the door. Again, she was filled with fear.

But the monk smiled at her when he opened the door. He took her **outstretched** hand and welcomed her with a **hearty** voice. The place was warm, and she heard a **concerto** playing in another room. She relaxed.

"How can I help you?" the monk asked, and the nurse explained the situation.

He instantly knew what to do. He grabbed a **parcel** of medicine and took her back to the manor in a carriage. The medicine worked. The nurse was happy she had persevered through the bad weather and found the monastery. Now the boy would be able to live a long natural life.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The nurse was usually a vivacious woman who constantly chattered.

_____

2. ____ The nursery was far from the freeway that was near Rabbit Cove.

_____

3. ____ When it started to deteriorate, the nurse zipped up the jacket she had brought beforehand.

_____

4. ____ The temperature was close to zero degrees centigrade.

_____

5. ____ When the nurse heard a concerto playing in another room, she became hospitable.

_____

PART B Answer the questions.

1. Where did the dark and winding trail lead?

_____

_____

2. Who took the nurse's outstretched hand and welcomed her with a hearty voice?

_____

_____

3. How did the nurse feel when she saw the profile of a man coming to answer the door?

_____

_____

4. What had condensed on the exterior of the monastery's windows?

_____

_____

5. What was in the parcel that the nurse took back to the manor?

_____

_____

UNIT 19

Word List

airway [ɛ̌ərwèi] *n.*

An **airway** is the passage by which air reaches a person's lungs.

→ *Since he was sick, mucus would occasionally get stuck in his **airway**.*

Almighty [ɔːlmáiti] *n.*

The **Almighty** is a name for a god in a religion.

→ *Before eating, they thanked the **Almighty** for their food.*

advent [ædvent] *n.*

An **advent** is the arrival or beginning of an important person, thing, or event.

→ *During the **advent** of radio, very few programs actually played music.*

constellation [kɑ̀nstəléiʃən] *n.*

A **constellation** is a group of stars with a recognizable shape.

→ *That **constellation** in the shape of a square is named after a flying horse.*

definitive [difínətiv] *adj.*

If something is **definitive**, then it is the most official.

→ *This library has the **definitive** collection of books on ancient Egypt.*

equate [ikwéit] *v.*

To **equate** one thing with another is to compare them and consider them very similar.

→ *She **equated** the man's messy appearance with a lack of responsibility.*

inhale [inhéil] *v.*

To **inhale** means to take air or a smell into the lungs.

→ *The camper **inhaled** the cool and fresh mountain air and felt relaxed.*

invoke [invóuk] *v.*

To **invoke** something is to mention it to support an argument or ask for help.

→ *Before going into battle, the soldier **invoked** the name of his god for protection.*

lunar [lúːnər] *adj.*

If something is **lunar**, then it is related to the moon.

→ *During a **lunar** eclipse, Earth's shadow darkens the moon's surface.*

novelty [nɑ́vəlti] *n.*

A **novelty** is something that is new, original, or strange.

→ *Ice cream was a **novelty** for him since he rarely had any.*

outmoded [àutmóudid] *adj.*

If something is **outmoded**, then it is no longer in fashion or use.

→ *Black and white television sets are **outmoded**.*

personalize [pə́:rsənəlàiz] *v.*

To **personalize** something means to design it to meet a person's unique needs.

→ *He **personalized** the woman's exercises to give her a better workout.*

pertain [pərtéin] *v.*

To **pertain** to something means to be related or connected to it.

→ *All of the lawyer's questions **pertained** to events around the night of the crime.*

primal [práiməl] *adj.*

If something is **primal**, then it is very basic or related to the origin of something.

→ *Cooking the food over the camp fire felt like a **primal** way of making a meal.*

psychiatric [sàikiǽtrik] *adj.*

If something is **psychiatric**, then it is related to mental illness or its treatment.

→ *The doctor said the patient might have a **psychiatric** problem.*

psychiatry [saikáiətri] *n.*

Psychiatry is the study and treatment of mental illness.

→ *Studying **psychiatry** has taught me a lot about mental illness.*

reflex [ri:fleks] *n.*

A **reflex** is an unconscious action in which a body part responds to an event.

→ *There was a **reflex** when the doctor hit his knee with a rubber hammer.*

seizure [sí:ʒər] *n.*

A **seizure** is sudden illness in which the body loses control and shakes.

→ *Bright flashing lights can cause **seizures** in children.*

session [séjən] *n.*

A **session** is a meeting at a regular time in order to discuss and solve an issue.

→ *Every three months the managers met in a **session** to discuss regional sales.*

utensil [ju:ténsəl] *n.*

A **utensil** is a common tool or container.

→ *It seemed that a fork was the wrong **utensil** for trying to eat the soup.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. lunar
   a. sun b. moon c. stars d. earth

2. reflex
   a. response b. delay c. broken d. squeeze

3. pertain
   a. piece b. fact c. describe d. relate

4. utensil
   a. horn b. badge c. spoon d. glove

5. outmoded
   a. old-fashioned b. new c. outdoors d. innovative

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

novelty	constellation	definitive	personalized	utensil
pertain	reflexes	seizure	psychiatry	lunar

The doctors thought that too much sugar caused the 1_____.
However, their findings weren't 2_____.

A star burning at night as brightly as the moon was quite a(n) 3_____.
In fact, the 4_____ glow was actually not as bright.

Those seven stars form the 5_____ known as the Big Dipper.
A dipper is a(n) 6_____ shaped like a spoon used for getting water.

There are many methods used in 7_____ to help cure mental illnesses.
They are all 8_____ to the specific needs of the patient.

The body's 9_____ are too quick to be controlled by the brain.
These actions 10_____ to the nerves and spine rather than the brain.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. inhale
   a. breathe b. exit c. sell d. borrow
2. psychiatric
   a. passionate b. cozy c. mental d. similar
3. advent
   a. start b. moment c. candle d. pipe
4. equate
   a. prepare b. drip c. sleep d. relate
5. session
   a. ocean b. sweater c. rubbish d. meeting
6. invoke
   a. allow b. resist c. request d. divide
7. Almighty
   a. fire b. capital c. god d. tower
8. primal
   a. basic b. bright c. wooden d. strict
9. airway
   a. cloud b. throat c. road d. plane
10. outmoded
    a. wild b. whole c. dumb d. old

Exercise 4

Write a word that is similar in meaning to the underlined part.

1. The coach designed to their unique needs a program for each of the athletes.

   _____

2. Jack's parents had a weekly meeting with his teacher to discuss Jack's schoolwork.

   _____

3. If you look at that group of stars in the sky, what do you see?

   _____

4. The priest asked the god to bless everyone in the church.

   _____

5. She compared the pain in her back to being stabbed with a knife.

   _____

Seizures Then and Now

If a person who lived 200 years ago was treated for a **seizure** today, they would be surprised by the treatment's **novelty**. That's because doctors in the 1800s were influenced more by **primal** medical beliefs than science.

Rather than thinking the brain caused seizures, people in the 1800s still thought they were the result of strange forces. They **equated** seizures with the work of evil spirits. Others felt that the seizures had a cosmic or **lunar** cause. They believed that the cycles of the moon and **constellations** could make someone have a seizure.

During a **session** to treat a patient who had seizures, doctors would force the patient to **invoke** the grace of the **Almighty**. They thought if the patient did this, then the patient would rid themselves of the evil spirits causing the seizures.

The **advent** of modern **psychiatry** occurred during the 1800s. At that time people who suffered from seizures were placed in **psychiatric** hospitals. They were treated like they were insane. However, none of the **outmoded** treatments worked.

It wasn't until the late 1850s that the causes of seizures were understood. We know today that these causes **pertain** to the brain. Misfired signals from the brain cause a jerking **reflex** in the body. These usually occur when someone is very tired.

Once the causes of seizures were known, **definitive** treatments were developed. Today, treatments range from taking pills to having surgery. Treatment is **personalized** according to the type of seizure the patient has.

Even today, some people are unsure about seizures. Their most common mistake is thinking that a person having a seizure will swallow their tongue. They often shove some **utensil** in the person's mouth. However, this doesn't help. The utensil often blocks the **airway** and prevents the person from **inhaling**. Yet most of the public no longer fear people who have seizures. Instead, they can now help and comfort a person if they have a seizure.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Doctors who treated patients for seizures in the 1800s were influenced by primal medical beliefs.

_____

2. ____ Doctors still used outmoded treatments even after definitive treatments were developed.

_____

3. ____ The cause of seizures used to be equated to the work of the Almighty.

_____

4. ____ Today, care for people with seizures is better because treatment sessions are more personalized.

_____

5. ____ The cause of seizures pertain to misfired signals in the brain that cause a jerking reflex in the body.

_____

PART B Answer the questions.

1. Why would someone from the past be surprised by the novelty of today's treatments for seizures?

_____

_____

2. How does a utensil placed in someone's airway prevent them from inhaling?

_____

_____

3. During the advent of modern psychiatry, how were people treated in psychiatric hospitals?

_____

_____

4. What did some people believe constellations and lunar cycles could cause?

_____

_____

5. What did doctors force seizure patients to invoke in order to treat their seizures?

_____

_____

UNIT 20

Word List

adhesive [ædhí:siv] *n.*

An **adhesive** is a substance used for sticking things together.

→ *The carpenter used an **adhesive** to hold the two pieces of wood together.*

adverse [ædvə́:rs] *adj.*

If something is **adverse**, then it is harmful.

→ *Not eating healthy foods can have an **adverse** effect on your health.*

dependency [dipéndənsi] *n.*

A **dependency** is a strong need for someone or something.

→ *The child still has a **dependency** on her mother.*

dump [dʌmp] *v.*

To **dump** something means to throw it away or get rid of it.

→ *She **dumped** the garbage into the trash can.*

eternal [itə́:rnəl] *adj.*

If something is **eternal**, then it lasts forever.

→ *She said that her love for him was **eternal**.*

fluctuate [flʌ́ktʃuèit] *v.*

To **fluctuate** means to rise and fall in number or amount.

→ *Prices for gasoline have been **fluctuating** all month.*

fro [frou] *adv.*

If something moves to and **fro**, it moves backward and forward or side to side.

→ *Her long hair went to and **fro** as she swung on the swing.*

inclusion [inklú:ʒən] *n.*

Inclusion is the act of including someone or something in a group.

→ *Her **inclusion** into the photo club was well received.*

intermediate [intərmí:diit] *adj.*

If something is **intermediate**, then it is in the middle of two levels, places, or times.

→ *He selected the **intermediate** ski hill to begin his afternoon of skiing.*

intermittent [intərmítənt] *adj.*

If something is **intermittent**, then it happens in a way that is not constant.

→ *It was hard to focus because **intermittent** noises came from the workers outside.*

mentor [mɛ́ntɔːr] *n.*

A **mentor** is a person with experience or knowledge who advises someone.

→ *The students each chose a **mentor** to help them with the experiment.*

phoenix [fíːniks] *n.*

A **phoenix** is an imaginary bird that burned to ashes and was reborn.

→ *Some believe the **phoenix** is a symbol for rebirth and a new beginning.*

photosynthesis [fòutousíntəsis] *n.*

Photosynthesis is the process in which plants change sunlight and air.

→ *The chemical in plants that makes them green is used in **photosynthesis**.*

pollen [pálən] *n.*

Pollen is the tiny yellow powder made in the flowers of plants.

→ *During the spring, the **pollen** in the air makes some people become sick.*

regain [rigéin] *v.*

To **regain** something means to get it back.

→ *The battery **regained** its power after being recharged.*

reverse [rivə́ːrs] *v.*

To **reverse** means to change to the opposite direction.

→ *They **reversed** their direction after seeing the sign.*

swarm [swɔːrm] *n.*

A **swarm** is a group of flying insects.

→ *A beautiful **swarm** of butterflies filled the summer sky.*

texture [tékstʃər] *n.*

Texture is the quality of something that can be known by its touch.

→ *The **texture** of her skin was very soft and smooth.*

tickle [tíkəl] *v.*

To **tickle** someone is to touch them in a way that causes laughter.

→ *The mother **tickled** the little boy's foot, and he screamed with laughter.*

vibrant [váibrənt] *adj.*

If something is **vibrant**, then it is bright and full of color.

→ *Their new shirts were a **vibrant** shade of red.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. reverse
   a. spell b. train c. switch d. camp
2. adverse
   a. written b. harmful c. tense d. blank
3. intermediate
   a. amazing b. safe c. stupid d. middle
4. regain
   a. reclaim b. book c. member d. length
5. mentor
   a. flavor b. terror c. teacher d. painter
6. inclusion
   a. energy b. moment c. peninsula d. welcome
7. adhesive
   a. paste b. floor c. segment d. treasure
8. vibrant
   a. dangerous b. messy c. dynamic d. hollow
9. dependency
   a. expanse b. need c. freshness d. tone
10. swarm
    a. heat b. group c. truth d. ledge

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

phoenix	intermittent	dependency	texture	fro
mentor	pollen	adverse	photosynthesis	vibrant

He enjoyed watching the 1_____ movement of the branch in the wind.
As the branch moved to and 2_____, he felt calmed.

Her favorite magical creature was the 3_____.
The bird's feathers were always a(n) 4_____ mix of red and orange.

Actually, those flowers have a(n) 5_____ effect on my mother's health.
The 6_____ in it makes her sneeze.

Mr. Roth had been a valuable 7_____ for so many years.
You could feel the knowledge from the 8_____ of his wrinkled hands.

Plants have a(n) 9_____ on sunlight.
It's a necessary ingredient for the process of 10_____.

Exercise 3

Choose the one that is opposite in meaning to the given word.

1. inclusion
   a. exclusion b. inside c. instant d. unclean

2. regain
   a. snow b. break c. lose d. smell

3. eternal
   a. great b. true c. flat d. brief

4. dump
   a. gather b. explain c. solve d. glow

5. fluctuate
   a. heal b. remain c. stutter d. choose

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The branches moved to and *fro* in the breeze.

2. ____ Honeybees collect *pollen* from flowers.

3. ____ The meeting was *eternal*. It lasted only ten minutes.

4. ____ The *adhesive* on this tape doesn't work anymore. It won't stick.

5. ____ In order to get into the sports arena, we had to pay a *phoenix*.

6. ____ This past week the weather has *fluctuated* a lot. It's been warm and sunny every day.

7. ____ Don't touch my knee. It *tickles* when anything touches me there.

8. ____ She *dumped* the dirty water out back in the garden.

9. ____ My level of Spanish is only at the *intermediate* stage.

10. ____ The *texture* of his workload was incredible.

The Greedy Bee

A young bee had passed his **intermediate** level exams. He now knew everything about flowers. He understood how they used **photosynthesis** to make oxygen and which ones produced the best **pollen**. Bees had an important **dependency** on pollen. From the beginning of time, bees' **eternal** task was to gather pollen and make honey with it.

Since he passed his exams, the little bee had earned his **inclusion** in the **swarms** that gathered pollen. He was excited because he was finally allowed to leave the hive. He left with the next swarm and was determined to find the perfect flower. Soon he saw a large, **vibrant** flower full of pollen. He landed on a petal and walked toward the pollen at the flower's center.

Immediately, he began rolling in the pollen, gathering it on his legs and wings. The fine **texture** of the pollen **tickled** when it stuck to his body. It was the best experience the little bee had ever had. He gathered as much as he could.

But when he was flying back home, he realized that all the pollen had an **adverse** effect. He had no control over his flight. The **intermittent** wind **fluctuated** in power. He was blown to and **fro**. One minute he was flying straight, and the next minute the wind had **reversed** his course.

He tried to **dump** some of the pollen, but it acted as an **adhesive**. He couldn't get it off. He became tired and fell to the ground.

"What am I going to do now?" he thought. Just then, his **mentor** landed next to him and began cleaning the excess pollen off the little bee. "You shouldn't have taken so much," his mentor said.

Finally, with the pollen off of him, the bee easily **regained** his strength, and like a **phoenix**, the young bee flew back into the air. When he returned to the hive, he turned to his mentor and said, "I learned an important lesson today. I will never be greedy again."

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The bees had an important dependency on pollen.

_____

2. ____ The texture of the petals in the vibrant flower tickled.

_____

3. ____ The little bee was blown to and fro and reversed in his direction.

_____

4. ____ Because the pollen acted like an adhesive, the little bee couldn't dump it.

_____

5. ____ After his mentor helped him regain his strength, the little bee lost his ambitions and fell to the ground like a phoenix.

_____

PART B Answer the questions.

1. After the intermediate exams, what did the bee know about photosynthesis?

_____

_____

2. What did his inclusion in the swarms finally allow the little bee to do?

_____

_____

3. What was the bees' eternal task?

_____

_____

4. How did the excess pollen have an adverse effect on the bee's flight?

_____

_____

5. What was intermittent and fluctuated in the bees' power?

_____

_____

UNIT 21

Word List

abolish [əbáliʃ] *v.*

To **abolish** something means to put an end to it, such as a system or law.

→ *President Lincoln **abolished** slavery in the US.*

amend [əmènd] *v.*

To **amend** something means to change it to improve or make it accurate.

→ *The countries were in agreement that the treaty needed to be **amended**.*

aspire [əspáiər] *v.*

To **aspire** means to have a strong desire to achieve or do something.

→ *George **aspired** to be a doctor from a young age.*

censor [sénsər] *v.*

To **censor** information means to remove it if it is rude or rebellious.

→ *To protect innocent people, the location of the bomb was **censored**.*

charter [tʃáːrtər] *n.*

A **charter** is a document that describes the rights of an organization or group.

→ *The company **charter** explained that all employees had to pay a tax.*

constitution [kànstətjúːʃən] *n.*

A **constitution** is a document of principles for a government.

→ *The country's **constitution** said a prime minister could only serve three terms.*

cosmopolitan [kàzməpálətən] *adj.*

When a place is **cosmopolitan**, it is full of people from many different places.

→ *There are dozens of different types of restaurants in a **cosmopolitan** city.*

disseminate [disémənèit] *v.*

To **disseminate** information or knowledge means to distribute it.

→ *The organization **disseminates** information about the dangers of smoking.*

flatter [flǽtər] *v.*

To **flatter** people means to praise them in an effort to please them.

→ *He was just **flattering** me when he said that my new dress looked gorgeous.*

infamous [infəməs] *adj.*

When someone is **infamous**, they are well known for something bad.

→ *That news channel is **infamous** for presenting biased information.*

lame [leim] *adj.*

If one is **lame**, they cannot walk properly due to an injury to the leg or foot.
→ *The terrible accident left many people dead and several others* ***lame****.*

limp [limp] *v.*

To **limp** means to walk with difficulty because someone's leg or foot is hurt.
→ *After the injury, the player* ***limped*** *off of the field.*

outburst [áutbə:rst] *n.*

An **outburst** is a sudden, strong expression of an emotion.
→ *There was an* ***outburst*** *of cheers when the comedian took the stage.*

pathological [pæθəlάdʒikəl] *adj.*

When a behavior is **pathological**, it is extreme, unacceptable, and uncontrollable.
→ *The* ***pathological*** *liar could not even tell the truth about unimportant matters.*

phenomenal [finάmənl] *adj.*

When something is **phenomenal**, it is unusually great.
→ *The child's ability to play the piano is nothing short of* ***phenomenal****.*

poll [poul] *n.*

A **poll** is a survey in which people give their opinions about important things.
→ *The* ***poll*** *showed that many people support the plan to stop gang violence.*

remorse [rimɔ́:rs] *n.*

Remorse is a strong feeling of sadness and regret.
→ *When I realized what I did, I felt* ***remorse*** *for my actions.*

secrecy [sí:krəsi] *n.*

Secrecy is the behavior of keeping things secret.
→ *The* ***secrecy*** *of the big organization made the government nervous.*

tackle [tækəl] *v.*

To **tackle** something means to deal with it in a determined and efficient way.
→ *Such social problems need to be* ***tackled*** *right away.*

trance [træns] *n.*

A **trance** is a a state where people seem asleep and have no control of themselves.
→ *The woman's powerful eyes often put men in a* ***trance****.*

Exercise 1

Choose the answer that best fits the question.

1. What might be abolished?
   a. A rule b. A toy c. A car d. A star
2. Who tackles crime?
   a. Bankers b. Criminals c. Postal workers d. Police officers
3. Who is infamous?
   a. A trusting friend b. An evil king
   c. A tiny puppy d. A newborn baby
4. If a behavior is pathological, it _____.
   a. is envied b. cannot be controlled
   c. can be bad d. is pleasant
5. Who might be lame?
   a. A healthy baby b. An athlete
   c. A young man d. Someone in a wheelchair
6. A trance is most similar to _____.
   a. dancing b. eating c. showering d. sleeping
7. What is most likely to have a charter?
   a. An unknown island b. A new automobile c. A large company d. A basketball
8. What might be censored?
   a. A newspaper b. A fly c. A cruise d. Cell phone
9. If your skills are phenomenal, they are _____.
   a. ordinary b. not appreciated c. in need of practice d. great
10. Which area is likely to be cosmopolitan?
    a. A television set b. A bedroom c. A big city d. A small village

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. lame
   a. rude b. kind c. smart d. healthy
2. secrecy
   a. well known b. hidden c. upset d. popularity
3. abolish
   a. great b. start c. round d. caring
4. remorse
   a. again b. grief c. happiness d. glow
5. disseminate
   a. distribute b. collect c. open d. forget

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. His moving speech caused a huge strong, sudden expression of happy tears.

   _____

2. The main goal of the group was to distribute information about the needs of the poor.

   _____

3. The wounded soldier had to walk with difficulty because of a hurt foot back to the base.

   _____

4. We excitedly watched the results of the survey in which people give opinions.

   _____

5. The boys have a strong desire to finish college in less than three years.

   _____

6. When he saw how badly things had turned out, he felt a strong feeling of sadness and regret.

   _____

7. It is a difficult process to improve the official rulebook.

   _____

8. Those salesmen praise in an insincere way people to trick them into buying useless items.

   _____

9. The document of principles for the government was based on freedom for all people.

   _____

10. We were immediately suspicious of the boy because of his act of keeping things secret.

    _____

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The boy *tackled* when he slipped on the ice.

2. ____ Many different languages are spoken in this *cosmopolitan* area.

3. ____ The *trance* was a beautiful arrangement of fruits and flowers on the table.

4. ____ The doctor had to *amend* the man's lungs to help him breathe better.

5. ____ The new country created a strong *constitution* to help guide it through the years.

The Mayor of Sherman

The **cosmopolitan** city of Sherman needed to elect a new mayor. Two men **aspired** to become mayor: Mr. Jones and Mr. Webb. Mr. Jones was a tall, handsome man. He was a **phenomenal** speaker, and the citizens loved him. However, Mr. Jones didn't know much about running a city. He was a **pathological** liar who merely **flattered** people with his words. Mr. Webb was very different. He was a small, unattractive man. He was **lame** and **limped** when he walked. But he was an expert on politics and knew what was best for the people.

The citizens of Sherman didn't care about what the politicians had to say. No one listened to Mr. Webb, even though he had great ideas. They cheered when Mr. Jones spoke, although he didn't talk about important things. His pretty words put people in a **trance**. All the **polls** predicted that Mr. Jones would win the election.

When the votes were totaled, Mr. Jones won easily. But when he took office, he didn't know what to do! He tried to hide his ignorance by working in **secrecy**. He added a law to the city's **constitution** that prevented citizens from seeing the mayor. He even **censored** newspapers that tried to **disseminate** information about his inability to help the people.

Soon, however, Mr. Jones became **infamous** for his poor leadership. There was an **outburst** of anger among the citizens. They were full of **remorse** for their misguided decision to elect an ignorant mayor. They voted to remove Mr. Jones and let Mr. Webb take over. Immediately, Mr. Webb proved that he was a great mayor. He **abolished** Mr. Jones's law, and he was willing to talk openly with everyone. He **tackled** important issues and **amended** unfair laws in the city's **charter**.

The citizens learned that a pleasant appearance and nice words do not make a good leader. The most important qualities are intelligence and a desire to help others.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Two men aspired to be mayor of the cosmopolitan city of Sherman.

_____

2. ____ Mr. Jones was a pathological speaker who flattered people with his words.

_____

3. ____ Mr. Webb was lame, so he limped when he walked.

_____

4. ____ Mr. Webb tackled important issues and amended unfair laws in the city charter.

_____

5. ____ Mr. Jones censored newspapers that tried to disseminate outbursts of anger.

_____

PART B Answer the questions.

1. What did the polls predict after the people were put into a trance?

_____

_____

2. What misguided decision did the people feel remorse for making?

_____

_____

3. What was Mr. Webb willing to do after he abolished Mr. Jones's laws from the constitution?

_____

_____

4. What did the phenomenal speaker become infamous for?

_____

_____

5. What was Mr. Jones trying to do by working in secrecy?

_____

_____

UNIT 22

Word List

coward [kauərd] *n.*

A **coward** is a person who lacks courage to do risky or dangerous things.

→ *A firefighter cannot be a **coward**. They have to be able to act quickly.*

delete [dilíːt] *v.*

To **delete** something means to remove or erase written material.

→ *Several lines had been **deleted** from her speech.*

firsthand [fə́ːrsthǽnd] *adj.*

If something is **firsthand**, then it is from an original source.

→ *If you want **firsthand** knowledge, ask someone who saw it.*

earnest [ə́ːrnist] *adj.*

If someone is **earnest**, then they are honest.

→ *The child was very **earnest** when she told her mother how she broke the dish.*

ethnic [éənik] *adj.*

If something is **ethnic**, then it is related to a group with a similar culture.

→ *Many sections of the city are home to different **ethnic** communities.*

exclude [iksklúːd] *v.*

To **exclude** someone means to not accept them into a group.

→ *Carol was **excluded** from the contest because her friend was a judge.*

fluent [flúːənt] *adj.*

If someone is **fluent** in a language, then they are able to speak it very well.

→ *She was so **fluent** in German that you'd have thought she was from Germany.*

imperial [impíəriəl] *adj.*

If something is **imperial**, then it is of, or related to an empire.

→ *These old **imperial** coins were once used in the Roman Empire.*

inclusive [inklúːsiv] *adj.*

If something is **inclusive**, then it is open to all groups and people in society.

→ *A more **inclusive** event would have allowed children to attend.*

legislature [lédʒisleitʃəːr] *n.*

A **legislature** is the section of a government that makes laws.

→ *The senator had served ten years in the national **legislature**.*

linguistic [liŋgwistik] *adj.*

If something is **linguistic**, then it is concerned with language.

→ *A **linguistic** way of studying culture focuses on words within that culture.*

monolingual [mánəliŋgwəl] *adj.*

If someone is **monolingual**, then they speak only one language.

→ *In today's global economy, being **monolingual** limits your opportunities.*

nationality [næʃənæləti] *n.*

Nationality is an identity based on the nation from which you come.

→ *His **nationality** is German, but he speaks French, Spanish, and Korean.*

patriot [péitriət] *n.*

A **patriot** is someone who loves, supports, and defends their country.

→ *Every year young **patriots** join their countries' militaries.*

prosecute [prásəkjù:t] *v.*

To **prosecute** someone means to take legal action against them.

→ *They were **prosecuted** for fishing in the river without a permit.*

racial [réiʃəl] *adj.*

If something is **racial**, then it is related to a race or races.

→ *The differences between **racial** groups are physical characteristics and culture.*

solemn [sáləm] *adj.*

If something is **solemn**, then it is serious and honest.

→ *The professor preferred a **solemn** relationship between him and his students.*

solidarity [sàlədærəti] *n.*

Solidarity is a union formed from common responsibilities or interests.

→ *All the citizens came together in a show of **solidarity** to create change.*

tact [tækt] *n.*

Tact is the ability to avoid offending people when dealing with problems.

→ *Since both sides would not agree, it required someone with **tact** to make peace.*

undermine [ʌndərmáin] *v.*

To **undermine** someone means to betray or weaken their efforts or authority.

→ *The documents helped to **undermine** the workers' trust in their bosses' honesty.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. No matter how much she begged, the older girls still did not accept Suzy.

   _____

2. Language based approaches are the best way to learn about a culture.

   _____

3. Constant changes were weakening the project's chances of being finished on time.

   _____

4. The boy made a serious and honest promise to his parents that he would never again cheat.

   _____

5. The movie director gave the actors and actresses a personal and original view of the newly completed movie.

   _____

6. Everyone knew that Luke studied Chinese. But no one knew he was able to speak it very well.

   _____

7. The teacher was waiting for one of the students to be honest about what had happened on the playground.

   _____

8. The Internet has made talking to people everywhere very natural. As a result, having a sense of common support for your ideas is easy.

   _____

9. Though he looked Greek, his identity based on the country he came from was Mexican.

   _____

10. Today, no one lives in the old royal palace. Instead, it's part of the university.

    _____

Exercise 2

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ Peter is so *earnest*. He made more money than anyone I know.
2. ____ If you like *ethnic* foods, then you like foods from other cultures.
3. ____ Though it's the same language, there are *linguistic* differences between the two areas.
4. ____ The *patriot* is an amazing bird. It can repeat anything you tell it.
5. ____ If you want someone to care for your cattle, you should call a *coward*.
6. ____ The boy said that the test was unfair, and his classmates showed *solidarity* and agreed.
7. ____ The king said the princes had *undermined* his authority when they issued new orders.
8. ____ We *deleted* all the words that were spelled wrong.
9. ____ "I'm sorry you can't eat here. This restaurant is *inclusive*."
10. ____ The road going to the farmhouse is *monolingual*, so watch cars coming your way.
11. ____ He had seen the battle *firsthand* in old movies.
12. ____ If someone goes to court, then they are judged by the *legislature*.
13. ____ This city's history is important. It was once the *imperial* capital.
14. ____ His friends had left him alone in the library, but he didn't mind being *solemn*.
15. ____ The criminals were *prosecuted* for the crimes they had committed.
16. ____ That college *excludes* anyone who has low test scores.
17. ____ Many people wonder about her *nationality*. However, he knows where she's from.
18. ____ The mothers covered their children's heads because the rain was so *fluent*.
19. ____ I liked all the cars, but I bought the *racial* car because it was the fastest.
20. ____ His method had a lot of *tact*. Soon, everyone agreed with his point of view.

The Editor's Choice

A newspaper editor sat at his desk and stared at the flashing cursor on his computer's screen. He didn't know if he should **delete** the article he had just written or go ahead and publish it. He was scared and filled with doubt.

The empire had passed a new law stating that citizens could only use the **imperial** language. The editor disagreed with the law and decided to write an article about why it was wrong. He felt that the new law **excluded** people of different **nationalities** and **racial** and **ethnic** backgrounds. He had **firsthand** knowledge of what it feels like not to be **fluent** in the imperial language because he was from a remote part of the empire.

He felt that the empire shouldn't be **monolingual** and should be more **inclusive**. Yet he was afraid that he would get in trouble for having this belief. Many would say that he was not a **patriot**—that he didn't love the empire. But he didn't wish to **undermine** the authority of the empire. He wanted to argue that the empire could be stronger if it accepted people of various cultures and beliefs.

At last, he decided to stop being a **coward** and to be **earnest** about how he felt. He wrote the article. It wasn't rude or angry, but rather, very **solemn** and intelligent. The next day it was published in all the papers.

Everyone was impressed by his **tact** and showed **solidarity** with his ideas. He expected to be arrested any day, but the police never came. Surprisingly, instead of being **prosecuted**, he became a hero. The **legislature** changed the law, and people from many **linguistic** backgrounds praised him.

"Never be afraid to be vocal," the editor later wrote. "If you think something is wrong, then stand up for what you believe."

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The editor felt the imperial law excluded people of different nationalities and racial and ethnic backgrounds.

_____

2. ____ The legislature prosecuted the editor for undermining the authority of the empire.

_____

3. ____ The editor was not fluent in the empire's language.

_____

4. ____ Everyone was impressed by the editor's tact and showed solidarity with his ideas.

_____

5. ____ The article wasn't solemn and intelligent, but rather rude and angry.

_____

PART B Answer the questions.

1. Where was the editor sitting when the cursor was ready to delete his article?

_____

_____

2. After the editor decided not to be a coward but be earnest, what did he do?

_____

_____

3. If the empire accepted other languages, what did the editor think would happen?

_____

_____

4. Why was the editor afraid to say that the empire should be more inclusive?

_____

_____

5. What did the editor write about being vocal?

_____

_____

UNIT 23

Word List

allocate [ǽləkèit] *v.*

To **allocate** something means to put it aside for a certain purpose or person.

→ *The government **allocated** $100 million to aid the disaster relief effort.*

appetizing [ǽpitàiziŋ] *adj.*

When food is **appetizing**, it looks and smells very good.

→ *The **appetizing** plate of cookies was gone in half an hour.*

blizzard [blízərd] *n.*

A **blizzard** is a severe snow storm with strong winds.

→ *We did not dare to go outside during the terrible **blizzard**.*

cavity [kǽvəti] *n.*

A **cavity** is a hole or space in something.

→ *There was a small **cavity** in the wall of the cave where an animal lived.*

clockwise [klɑ́kwàiz] *adv.*

If something moves **clockwise**, it moves in a circle in the same direction as a clock.

→ *Turn the screw **clockwise** to tighten it.*

concentric [kənsέntrik] *adj.*

When circles or rings are **concentric**, they have the same center.

→ *The target was a series of **concentric** circles.*

courtesy [kɔ́:rtəsi] *n.*

Courtesy is the excellence of manners or social conduct.

→ *Jenna always behaves with great **courtesy** when people visit her home.*

crisp [krisp] *adj.*

When food is **crisp**, it is hard or has a hard surface in a way that is pleasant.

→ *My favorite snack is a bag of **crisp**, delicious potato chips.*

discord [dísko:rd] *n.*

Discord is disagreement or fighting between people.

→ *There was much **discord** between the experts on the talk show.*

frigid [frídʒid] *adj.*

When something is **frigid**, it is extremely cold.

→ *We decided not to go on the hike because the weather was too **frigid**.*

generate [dʒénərèit] *v.*

To **generate** something means to cause it to develop or begin.

→ *The mayor promised to **generate** new jobs and programs to help the poor.*

glacial [glèiʃəl] *adj.*

When something is **glacial**, it relates to large masses of ice that move slowly.

→ *Penguins thrive in the **glacial** regions of Antarctica.*

interchange [intərtʃèindʒ] *n.*

An **interchange** of ideas between people is a discussion of each person's idea.

→ *There was an **interchange** of ideas between the groups.*

locker [lάkər] *n.*

A **locker** is a small cabinet with a lock where people store their possessions.

→ *I keep my school books in my **locker**.*

multicultural [mʌltikʌ́ltʃərəl] *adj.*

When something is **multicultural**, it relates to many different cultures.

→ *Everyone was welcomed to attend the **multicultural** celebration.*

omission [oumíʃən] *n.*

An **omission** is something that has been left out or not done.

→ *Mike was upset because of the **omission** of his name during the ceremony.*

oversee [ouvərsíː] *v.*

To **oversee** something means to make sure that it is being done properly.

→ *His job was to **oversee** the progress of the construction project.*

pierce [piərs] *v.*

To **pierce** something means to make a hole in it using a sharp object.

→ *The arrow **pierced** the target in the very center.*

replicate [repləkèit] *v.*

To **replicate** something is to do it in the exact same way as someone before.

→ *I would love to **replicate** my father's achievements in school.*

wavy [wéivi] *adj.*

When something is **wavy**, it is not straight but has a series of curves.

→ *The child drew **wavy** lines all over the piece of paper.*

Exercise 1

Choose the one that is opposite in meaning to the given word.

1. frigid
   a. happy b. hot c. open d. clear
2. wavy
   a. straight b. pretty c. likely d. quick
3. crisp
   a. more b. slow c. nice d. soft
4. replicate
   a. flight b. original c. friend d. agreement
5. allocate
   a. take away b. freeze c. close d. fight

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. No one else can open my small cabinet with a lock.

   _____

2. How can we prevent argument and disagreement in the future?

   _____

3. The brave travelers were not stopped by the snow storm with strong winds.

   _____

4. The organizers made sure that the parade was related to many different cultures.

   _____

5. The thief hid the money in a small hole in the wall.

   _____

6. I thought the hosts showed a lot of politeness and respect for others.

   _____

7. It was her job to make sure everything was being done properly on the project.

   _____

8. What can we do to cause the beginning or development of interest in our product?

   _____

9. People cannot withstand extremely cold temperatures without clothing and shelter.

   _____

10. John used a knife to make a hole in the thick rubber.

    _____

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ This is a *multicultural* holiday. People from all over the world celebrate it.
2. ____ The valuables are kept in a secure *locker*.
3. ____ If things move *clockwise*, they move in reverse.
4. ____ The doctor *pierced* his skin with the needle to draw blood.
5. ____ The scientist tried to *replicate* the experiment and compare the results.
6. ____ The *cavity* quickly traveled down the stream and to the lake.
7. ____ The *frigid* soup burned my tongue!
8. ____ School was cancelled today because of the horrible *blizzard* outside.
9. ____ The *appetizing* scene made everyone in the theater cry.
10. ____ After a brief *interchange* of ideas, we were ready to begin the new project.
11. ____ Make sure to include an *omission* of our goals in the presentation.
12. ____ The charity raised money for all of the *wavy* children in the city.
13. ____ Tim was chosen to *oversee* the progress of the building crew.
14. ____ The *glacial* dog loved to run and chase the ball in the park.
15. ____ We need to *generate* a new plan because this one isn't going to work.
16. ____ He was not pleased with the movie. He thought it was too *concentric*.
17. ____ The brothers cannot work together. There is always *discord* between them.
18. ____ The *crisp* lettuce went well with the sandwich.
19. ____ The mother was disappointed with the extreme *courtesy* her children displayed.
20. ____ Seats will be *allocated* to the people who are the first to arrive.

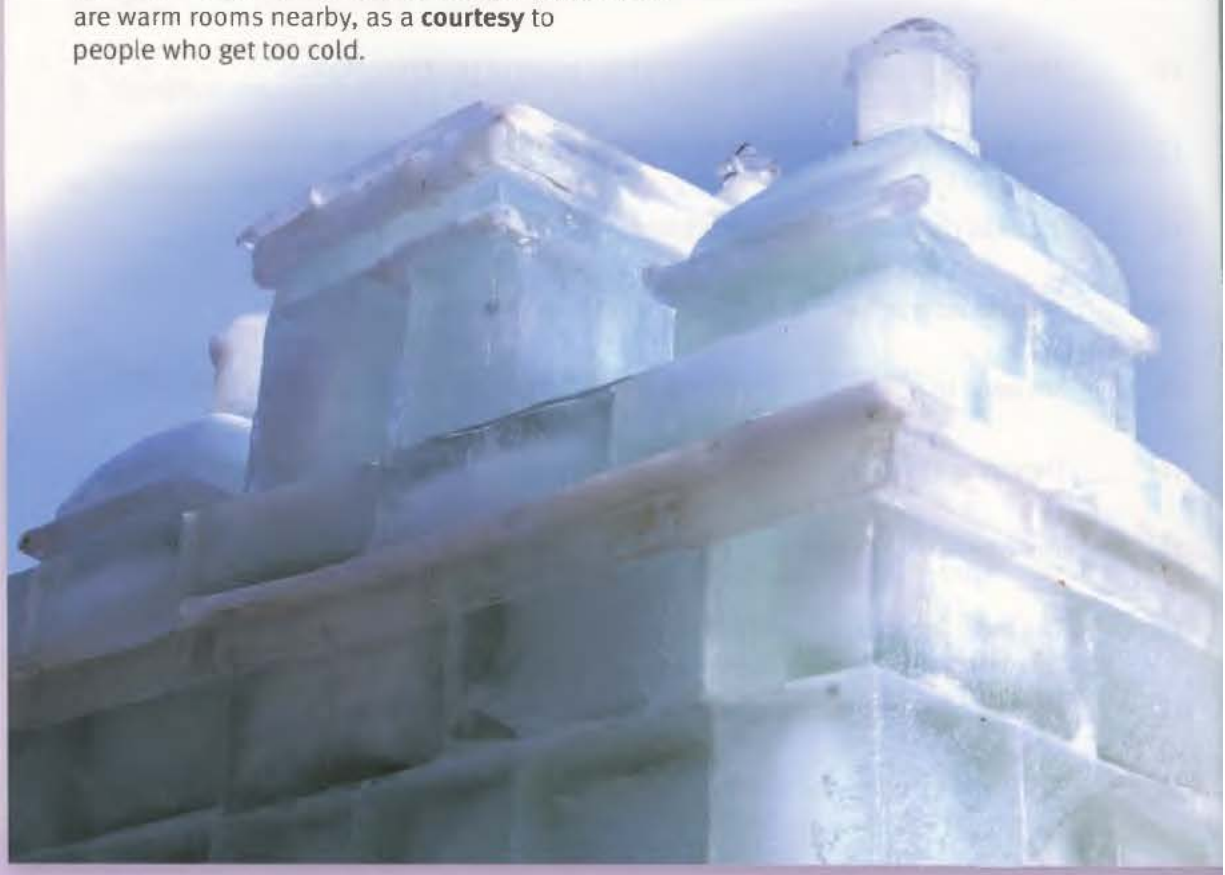
The Ice House

Last year, Erik constructed one of the world's strangest houses in the **glacial** landscape of northern Sweden. He called it the Ice House: a house made entirely of ice and snow. All of the beds, chairs, tables, and walls are cold, hard sculptures of ice.

A group of architects and volunteers from all over the world traveled to the site of the Ice House and began its construction. The **multicultural** group journeyed through **blizzards** and **frigid** temperatures to reach the site. Once the builders arrived, there was an **interchange** of ideas, and tools were **allocated** to each worker. An expert was selected to **oversee** the building process to make sure there was no **discord** between the workers. Once a plan was **generated**, they got right to work. The design was very unique; the builders couldn't **replicate** the design from normal houses.

The first step was to build the walls and ceiling. The builders used a metal frame to help them build the structure. After the ice was in place, the frame was removed. The builders then created furniture and art pieces. Designs were carved into each piece. One worker carved big **wavy** lines, and another made tiny **clockwise**, **concentric** circles. Finally, the workers carved small **cavities** in the roof and inserted colored lights. When the work was finished, the beautiful house was ready for a resident to enjoy.

Living in the Ice House is an experience like no other. Erik stores his belongings in an ice **locker** and lays out a sleeping bag on his ice bed. At dinner, he dines on a delicious salad with **crisp** toppings. And for the main course, he enjoys **appetizing** fish caught from a nearby river. The fish are **pierced** with icicles and served on ice plates. After dinner, he gets ready for a cold night. The **omission** of heaters can be too much for his visitors sometimes. Luckily, there are warm rooms nearby, as a **courtesy** to people who get too cold.



Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ A multicultural group traveled through blizzards and frigid temperatures to reach the site.

_____

2. ____ Erik dines on crisp, appetizing fish that are pierced with icicles.

_____

3. ____ The expert who oversaw the process made sure there wasn't discord in the glacial landscape.

_____

4. ____ One worker carved big wavy lines, and another made tiny clockwise, concentric circles.

_____

5. ____ The builders replicated the design from normal houses.

_____

PART B Answer the questions.

1. What was allocated to the workers after an interchange of ideas?

_____

_____

2. What was put in cavities in the roof?

_____

_____

3. What happened when a plan was generated?

_____

_____

4. What is provided as a courtesy when guests get too cold?

_____

_____

5. What did Erik put in his ice locker?

_____

_____

UNIT 24

Word List

abide [əbáid] *v.*

To **abide** by something, like a rule, means to obey it.

→ *If you want to play the game with us, you must be willing to **abide** by our rules.*

conversion [kənvə́:rʒən] *n.*

Conversion is the act of changing something into a different state or form.

→ *The city discussed the **conversion** of the parking lot into a skateboard park.*

cram [kræm] *v.*

To **cram** things means to put them into a place that can barely contain them.

→ *He **crammed** all of his shirts into the top drawer of the dresser.*

defer [difə́:r] *v.*

To **defer** means to arrange for an action to happen at a later time.

→ *The girl was very sleepy, so she chose to **defer** her bath until morning.*

export [ikspɔ́:rt] *v.*

To **export** products means to sell them to other countries.

→ *The United States **exports** many cereals and grains.*

fume [fju:m] *n.*

Fumes are unhealthy smoke and gases that are made by fires or chemicals.

→ *The engine put unpleasant, black **fumes** into the air.*

habitual [həbítʃuəl] *adj.*

When something is **habitual**, it is a behavior that a person usually does or has.

→ *The man was a **habitual** liar who was incapable of being honest with the police.*

justify [dʒʌ́stəfài] *v.*

To **justify** something means to show or prove that it is necessary.

→ *The government tried to **justify** its decision to bring the country into a war.*

output [áutpùt] *n.*

Output is the amount of something that a person or thing produces.

→ *The boss hired more workers to increase the factory's **output** of products.*

overpopulation [òuvərpɑ̀pjuléiʃən] *n.*

Overpopulation is the state of having too many people in an area.

→ *The organization is concerned with **overpopulation** of the world.*

patent [pætənt] *n.*

A **patent** is a right to be the only person allowed to make or sell a new product.

→ *He quickly established a **patent** for his brilliant invention.*

penalize [pi:nəlàiz] *v.*

To **penalize** someone means to punish him or her.

→ *The team was **penalized** when they broke the rules.*

petroleum [pitróuliəm] *n.*

Petroleum is a liquid natural resource from which many fuels are made.

→ *The **petroleum** at that factory is used to make gasoline.*

prototype [próutətàip] *n.*

A **prototype** is a new machine that is not ready to be made in large quantities.

→ *He introduced his **prototype** to the motorcycle company.*

scrap [skræp] *n.*

A **scrap** of something is a small amount of it.

→ *Chris liked to use many **scraps** of paper when thinking up ideas.*

sector [séktə:r] *n.*

A **sector** is a part of a country's economy in a specific type of industry.

→ *We learned about just a few of the factories within the manufacturing **sector**.*

subscribe [səbskráib] *v.*

To **subscribe** to something is to agree or to concur with it.

→ *She **subscribed** to the view that musical education should be kept in schools.*

subsist [səbsíst] *v.*

To **subsist** means to have the food, water, and money needed to stay alive.

→ *Some people are forced to **subsist** on only a few dollars a month.*

suspend [səspend] *v.*

To **suspend** something means to delay or stop it from happening for a while.

→ The oil company ***suspended*** production until it was sure the factory was safe.

synthesis [sínəəsis] *n.*

A **synthesis** is a combination of different ideas or styles.

→ *The band's music was a **synthesis** of many different musical genres.*

Exercise 1

Choose the answer that best fits the question.

1. What is needed to subsist?
   a. Rainy weather
   b. Clean water
   c. Fast cars
   d. The Internet

2. What is someone penalized for?
   a. Falling in love
   b. Winning a race
   c. An invention
   d. Breaking the law

3. What does a business owner justify?
   a. Her house
   b. Her decision
   c. Her workers
   d. Her family

4. Which one of these uses a product made from petroleum?
   a. A sandwich
   b. A telephone
   c. An automobile
   d. A cow

5. What releases fumes?
   a. An old truck
   b. A baby cat
   c. A tired worker
   d. A bicycle

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

fumes	habitual	scraps	prototype	abide
overpopulation	patent	export	output	sector

Everyone was very excited about the new 1_____.
The inventor of the machine got a 2_____.

The dramatic increase of people into the city led to 3_____.
It is the most important problem in the human services 4_____.

The mother was worried that her child's bad behavior was 5_____.
She decided on some new rules to which her child had to 6_____ by.

The factory produced 5000 computers a day as 7_____.
But the machines used to make them also let out harmful 8_____.

The country prepared tons of different materials to 9_____.
However, some of the materials were just 10_____.

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. The best theory was the one that was a combination of all the scientist's ideas.

   _____

2. When the power went out, he was forced to stop or delay progress on his project.

   _____

3. The brothers believe along with other people to the opinion that socialism is best.

   _____

4. The cutting tool was just a new machine not ready to be made in large amounts.

   _____

5. Her job was to get all of the goods ready to sell to other countries.

   _____

6. The chemist demonstrated the change into a different form of liquid water into gas.

   _____

7. After the tornado, it was difficult for the family to have the food and money needed to live.

   _____

8. The mechanic yelled when he stepped on the sharp small amount of metal.

   _____

9. It is the policeman's job to make sure people do what is right by the law.

   _____

10. We'll have to postpone our vacation until next month.

    _____

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The big city worked hard to prevent *overpopulation* problems.

2. ____ I tried to *cram* all of my clothes into one suitcase.

3. ____ The machine's *output* was so great that we ran out of room to store the products.

4. ____ Why don't we *defer* the decision until right now?

5. ____ The *conversion* over the bridge was scary.

Preparing of the Future

Overpopulation is a big problem in the world today. Too many people are **crammed** into cities and towns around the globe. Earth's population is about 6.5 billion people. This number is growing every day. In just 50 years, the population will be almost 9 billion.

Many people worry that the Earth won't have enough resources to support so many people. One major reason for this is that wasting resources and polluting have become **habitual** behaviors. Industrial **output** results in polluting the air with dangerous **fumes**. Also, cars and machines waste a ton of important natural resources like oil and water. It's possible that the Earth may become so damaged that it cannot support a large population of humans.

Another issue is the lack of useful land for cultivating crops. Even today, many people **subsist** on mere **scraps** of food and little water. In 50 years, many experts worry that huge numbers of people will starve to death. So what is being done to prepare for the future?

People are realizing they can no longer **justify** their wasteful behavior or **defer** action to fix it. Many car companies already have **patents** on **prototypes** for very efficient cars. Such cars waste no resources and produce no pollution. A **conversion** to clean cars means that **petroleum** can be saved for the future. In addition, the environmental **sectors** of many governments are setting strict rules for industries that pollute too much. If companies do not **abide** by the standards, they are **penalized** with higher taxes. In some cases, their operations might be **suspended** altogether.

Food is also an issue that is being tackled. Many countries are now **subscribing** to the point of view that immediate action is needed. They are determining ways to **export** goods to people in need, so that no one goes hungry. Experts will continue to come up with ideas for the future, and a **synthesis** of these ideas will help to support the growing population.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Because of overpopulation, too many people are crammed into cities and towns.

_____

2. ____ The environmental sectors of many governments are deferring strict standards.

_____

3. ____ Some car companies have patents on prototypes.

_____

4. ____ A conversion to clean cars means petroleum can be used right now for people.

_____

5. ____ Companies that don't abide by standards are penalized or their operations might be suspended.

_____

PART B Answer the questions.

1. What will a synthesis of good ideas for the future do?

_____

_____

2. What have become habitual behaviors in the world today?

_____

_____

3. What prototypes do companies have patents for in the passage?

_____

_____

4. What behavior can no longer be justified?

_____

_____

5. What point of view are many countries subscribing to?

_____

_____

UNIT

25 Word List

acrobat [ækrəbæt] *n.*

An **acrobat** is a person who entertains people by doing amazing physical things.

→ *There were **acrobats** at the circus that did impressive and complicated jumps.*

advocacy [ædvəkəsi] *n.*

Advocacy is the act of supporting or recommending something.

→ *Janine's strong **advocacy** for the event made people want to attend.*

communal [kəmjúːnl] *adj.*

If something is **communal**, it involves a group of people.

→ *On the weekends, Theo and his son picked up trash in the **communal** park.*

fluid [flúːid] *adj.*

If something is **fluid**, it is smooth and moves gracefully.

→ *Boris was a famous ballet dancer because people admired his **fluid** movements.*

harmonize [hάːrmənàiz] *v.*

To **harmonize** means to make different things go well together.

→ *The sweet and sour flavors of the dish **harmonized** well and tasted great.*

industrious [indʌ́striəs] *adj.*

If someone is **industrious**, they work hard.

→ *Dennis was very **industrious**, so he never had problems finding a job.*

inventive [invéntiv] *adj.*

When someone is **inventive**, they are good at creating new things.

→ *The **inventive** student built a robot to help her with her chores.*

judicial [dʒuːdíʃəl] *adj.*

If something is **judicial**, it is related to judges or courts of law.

→ *The laws changed the way the **judicial** system was structured.*

Mandarin [mændərin] *n.*

Mandarin is one of the two main Chinese languages.

→ *Although John's parents both spoke **Mandarin**, he could only speak English.*

metropolitan [mètrəpάlitən] *adj.*

If something is **metropolitan**, it relates to a large city.

→ *All of the **metropolitan** excitement of New York City made Rufus nervous.*

mimic [mímik] *v.*

To **mimic** something means to copy the way it sounds or moves.

→ *The hunter **mimicked** a duck's call and shot the two ducks that called back.*

misguided [misgáidid] *adj.*

When something is **misguided**, it is based on bad judgment or wrong beliefs.

→ *The snake bit Molly during her **misguided** attempt to grab it.*

rehearse [rihə́:rs] *v.*

To **rehearse** means to practice and prepare for a performance in front of people.

→ *Vick's band **rehearsed** all week before their first show.*

scorn [skɔ:rn] *v.*

To **scorn** someone means to behave without respect toward them.

→ *The criminal was **scorned** by everyone in the community.*

sensory [sénsəri] *adj.*

If something is **sensory**, it is related to the senses.

→ *Iris and Eric preferred the **sensory** thrill of watching movies in the theater.*

staple [stéipəl] *adj.*

If something is **staple**, it is standard or basic.

→ *Hamburgers, steaks and hotdogs are **staple** foods to cook on a grill.*

statute [stǽtʃu:t] *n.*

A **statute** is a law that is official and has been written down.

→ *The new **statute** made it illegal to walk dogs in the park.*

veteran [vétərən] *n.*

A **veteran** is someone who has a lot of experience doing something.

→ *Hank was the team **veteran** and had played in more games than anyone else.*

villain [vílən] *n.*

A **villain** is an evil person who breaks the law or hurts others.

→ *The **villain** escaped with half of my family's valuables.*

vine [vain] *n.*

A **vine** is a plant that has long, twisting stems and climbs upward.

→ *The branches of the trees were covered with **vines**.*

Exercise 1

Choose the one that is opposite in meaning to the given word.

1. veteran
   a. wet b. amateur c. young d. vague

2. harmonize
   a. exaggerate b. disagree c. lessen d. mark

3. misguided
   a. lost b. lengthy c. common d. well-planned

4. villain
   a. supporter b. thief c. hero d. loud person

5. scorn
   a. respect b. weird c. delicate d. factory-related

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

industrious	communal	rehearsed	metropolitan	fluid
statutes	acrobats	inventive	Mandarin	judicial

Stella was amazed by the performance of the 1_____.
She thought their 2_____ movements were beautiful.

Dave had four siblings, so he was used to 3_____ living.
They shared almost everything and were 4_____ about finding new uses for old things.

The 5_____ system has many roles.
It interprets laws and 6_____ and judges whether they are fair.

The students 7_____ for the play every day after school.
They were very 8_____ and often stayed after dark.

9_____ is spoken throughout northern and southwestern China.
However, other languages are also popular in 10_____ areas.

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The animal rights *advocacy* group worked to protect animals.
2. ____ He was well-liked by people in his class. A lot of people *scorned* him.
3. ____ Going on a rollercoaster is a wild *sensory* experience.
4. ____ Items like sunscreen, towel and bathing suit are *staple* items needed for the beach.
5. ____ The hotel had a *communal* kitchen that the guests were free to use.
6. ____ The *acrobat* had studied biology for many years before he became successful.
7. ____ The audience *rehearsed* the play for the actors.
8. ____ Chris's actions were *misguided*. He should have found out the facts first.
9. ____ The people of the small town were very *metropolitan*.
10. ____ *Mandarin* Chinese is said to be one of the hardest languages to learn.
11. ____ Kayla watched the *fluid* motions of the graceful bird.
12. ____ The *statute* was placed in front of the new police station.
13. ____ The singers *harmonized* during the last part of the song. It sounded lovely.
14. ____ After his shoelaces tore, the *inventive* boy used floss to tie his shoes together.
15. ____ Mrs. Campbell's son was lazy and *industrious*.
16. ____ I'm interested in getting a job as a *judicial* officer, like my father the judge.
17. ____ Some insects *mimic* the appearance of poisonous bugs to keep predators away.
18. ____ The *veteran* gave my pet dog medicine to feel better.
19. ____ Long *vines* grew around the side of the house and covered up the front wall.
20. ____ The *villain* helped the family escape their house when it caught fire.

Hundred Plays

Over two thousand years ago, Chinese farmers had a problem. Even though they were very **industrious**, the weather became too cold outside to plant their **staple** food, rice. So what did they do? Since they had so much free time during the long, cold winters, the **inventive** farmers started performing tricks to entertain themselves. They used their farm tools and anything they could find to make their tricks more spectacular. They even twisted their bodies into crazy shapes and performed awesome jumps. Over time, they became great **acrobats**, and their art form came to be known as "Hundred Plays."

Hundred Plays involves doing many kinds of tricks. For example, in **Mandarin**-speaking parts of China, performers do the lion dance. They wear costumes and **mimic** the animal's movements. Early performers also did tricks on ropes and **vines** that were high above the ground.

Even though the acrobats' **fluid** movements may have looked easy, they took a lot of work.

Learning Hundred Plays is a **communal** event. A **veteran** of the acrobatic arts usually teaches younger people in the village. They spend a lot of time **rehearsing**. The young performers also learn an old philosophy. The teachings help them **harmonize** the **sensory** aspects of acrobatics with mental aspects. In other words, it teaches them to use their physical and mental strength together.

Since the art has its origins with poor farmers, rich people used to **scorn** acrobats. They thought acrobats were **villains**. The rich people thought the acrobats just wanted to trick them. But later, their **misguided** opinions changed. Acrobats came to be respected in Chinese society. They were invited to perform in **metropolitan** areas as well as in small villages. They performed for important people, including **judicial** officers. Arts **advocacy** groups convinced the government to support Chinese acrobatics. As a result, there is now a **statute** that made several villages the center of training future acrobats.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The Chinese farmers became great acrobats while planting staple crops like rice.

_____

2. ____ The version of the lion dance in Mandarin-speaking areas involves performers mimicking the movements of the lion.

_____

3. ____ Chinese acrobats gain their fluid motions by rehearsing often.

_____

4. ____ The art form of Hundred Plays harmonizes the sensory and mental aspects of acrobatics.

_____

5. ____ Advocacy groups worked to get a statute that would protect acrobats from being scorned.

_____

PART B Answer the questions.

1. According to the passage, what were the early Chinese farmers like?

_____

_____

2. How are new acrobats trained?

_____

_____

3. What were the misguided judgments about acrobats in the past?

_____

_____

4. What unusual object was used by early acrobats to do tricks high above the ground?

_____

_____

5. How did the location and audience of a Hundred Play change after acrobats gained respect?

_____

_____

UNIT

26 Word List

constrain [kənstréin] *v.*

To **constrain** something means to limit its development.

→ *Jim cannot join us because he is **constrained** by previous plans.*

depot [di:pou] *n.*

A **depot** is a bus or train station.

→ *He waited for his mother to arrive at the **depot**.*

emulate [émjəlèit] *v.*

To **emulate** people means to imitate them because they are greatly admired.

→ *As a small boy, he always tried to **emulate** his big brother.*

forefinger [fɔ́:rfiŋgər] *n.*

The **forefinger** is the finger between one's thumb and middle finger.

→ *He shouted, "There it is!" and pointed with his **forefinger**.*

guts [gʌts] *n.*

The **guts** are all the organs inside a person or animal.

→ *The doctor can tell you every process that happens in one's **guts**.*

inherent [inhíərənt] *adj.*

When something is **inherent**, it is a natural part of something else.

→ *Sweating is an **inherent** bodily function when exercising.*

intimidate [intímədèit] *v.*

To **intimidate** means to frighten others.

→ *My dad **intimidates** my friends whenever they visit.*

janitor [dʒǽnətər] *n.*

A **janitor** is a person who makes repairs and takes care of a building.

→ *The school **janitor** cleaned up the messy cafeteria.*

moist [mɔist] *adj.*

When something is **moist**, it is slightly wet.

→ *The ground is still **moist** from the rain last night.*

nope [noup] *adv.*

Nope is an informal way of saying "no."

→ *He asked if I had any money, and I had to say, "**Nope**."*

prod [prɑd] *v.*

To **prod** means to push someone or something with a finger or pointed object.
→ *The bully **prodded** me in the chest with his finger.*

ransom [rænsəm] *n.*

A **ransom** is a sum of money paid to a kidnapper to set the person free.
→ *He kidnapped the prince and demanded $1 million as **ransom**.*

restrain [rɪstréɪn] *v.*

To **restrain** someone or something means to use physical strength to stop them.
→ *Mike **restrained** Allen from reaching the door.*

saliva [səláɪvə] *n.*

Saliva is the watery liquid in people's mouths that helps in digestion.
→ *The baby could not keep the **saliva** from dripping out of its mouth.*

spit [spɪt] *v.*

To **spit** means to force liquid from one's mouth.
→ *He emerged from the pool and **spit** water from his mouth.*

sprint [sprɪnt] *v.*

To **sprint** means to run very fast over a short distance.
→ *The kids didn't want to be late to class, so they **sprinted** to the bus stop.*

stunt [stʌnt] *n.*

A **stunt** is something that is done in order to get attention or publicity.
→ *The man jumped over the cars as a promotional **stunt**.*

tolerant [tɑ́lərənt] *adj.*

When people are **tolerant**, they are approved of because they accept others.
→ *The **tolerant** leader thought that everyone was equal regardless of race.*

vampire [væmpaɪər] *n.*

A **vampire** is a fictional monster that sleeps in a coffin and sucks people's blood.
→ *The **vampire** snuck up on the woman and bit her in the neck.*

yawn [jɔːn] *v.*

To **yawn** means to open one's mouth wide and breathe in air.
→ *The child **yawned** and stretched her arms before bed for the night.*

Exercise 1

Write a word that is similar in meaning to the underlined part.

1. I'm glad our teacher is so accepting of others as they are.

   _____

2. Chewing gum creates a lot of watery liquid used for digestion and chewing food.

   _____

3. She had to use physical strength to stop the big dog so that it did not try to attack us.

   _____

4. Let's see who can run fast over a short distance to the car in the shortest amount of time.

   _____

5. Lots of people try to imitate the sports star.

   _____

6. The ache is coming deep from within her organs within the body.

   _____

7. Please take a slightly wet towel and wipe the surface of the table to clean it.

   _____

8. She wore a ring on her finger between her thumb and middle finger.

   _____

9. A lack of money might limit the development of the project.

   _____

10. His answer is always an informal way of saying no.

    _____

Exercise 2

Choose the one that is similar in meaning to the given word.

1. prod
   a. eat b. push c. speak d. believe
2. nope
   a. no b. free c. brave d. alive
3. sprint
   a. crave b. drive c. run d. pretend
4. emulate
   a. annoy b. proceed c. fear d. imitate
5. vampire
   a. car b. monster c. feather d. trait

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ After walking through the desert, the thirsty man had no *saliva* left in his mouth.
2. ____ We've been waiting at the *depot* for two hours for the train to arrive!
3. ____ The joke was so funny that it made him *yawn*.
4. ____ The *tolerant* coach didn't think that girls were good enough to play on the team.
5. ____ He *spit* on the ground to show his disgust for the situation.
6. ____ I hope I don't have to *constrain* another essay at school tomorrow.
7. ____ The boy's dream was to *restrain* as well as his father someday.
8. ____ He is usually a very calm person. His anger today was just an *inherent* act.
9. ____ The evil man expected a large *ransom* before he would return the child to her mother.
10. ____ The rotten meal gave me a terrible pain in my *guts*.
11. ____ I *intimidated* my homework, so I could go outside and play baseball.
12. ____ No one was impressed with Bobby's *stunt* to get attention.
13. ____ Using his *forefinger*, he pointed to a plane in the sky.
14. ____ Take plenty of water with you before you begin the journey across the *moist* desert.
15. ____ The *janitor* had to fix the heater before people could enter the building.

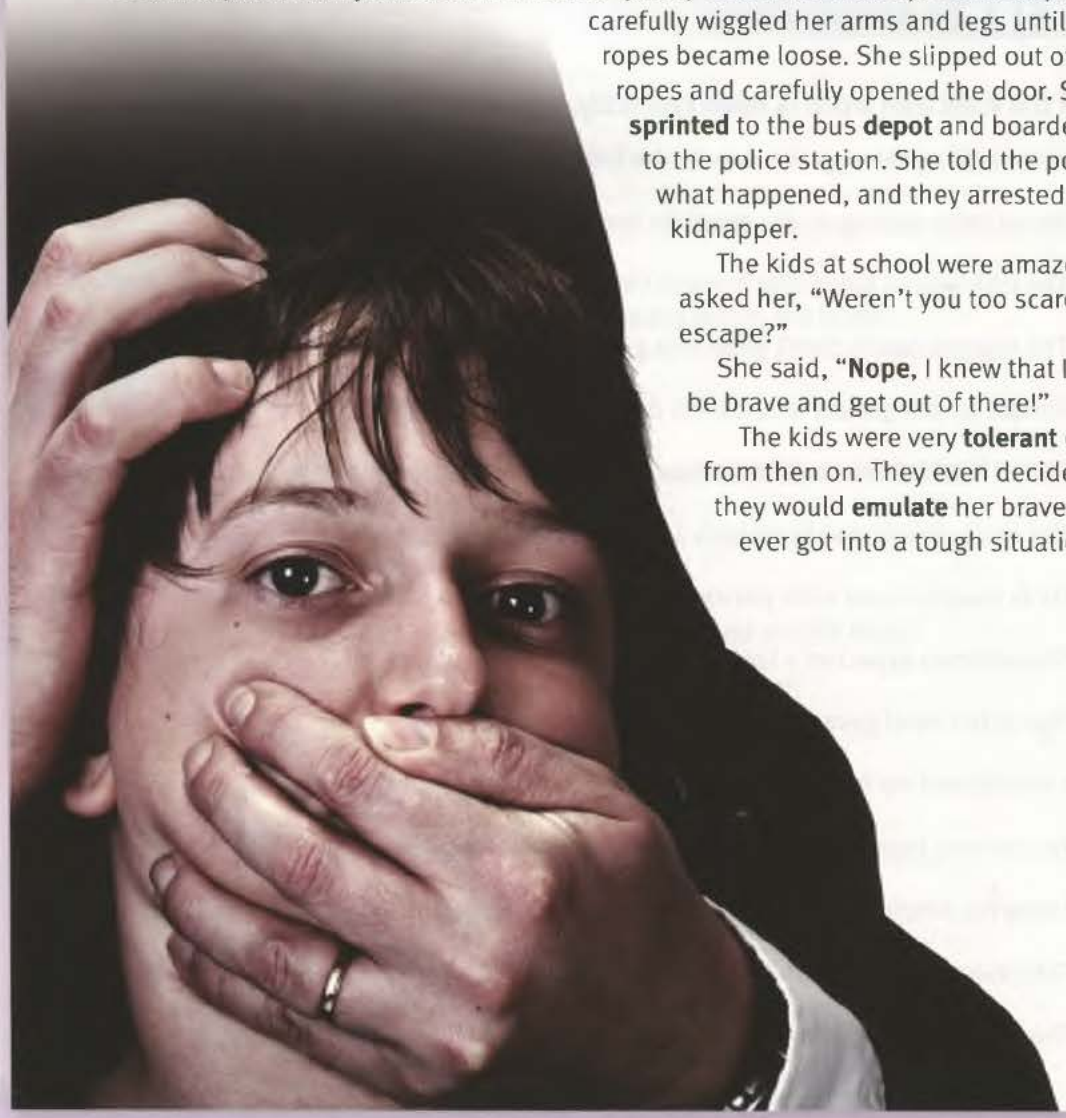
The Kidnapping

Anne was a very quiet girl who had an **inherent** fear of almost everything. The kids at school would play tricks on her all the time. They would hide behind the door of the school **janitor**'s closet, then jump out to scare her. Once, a boy dressed up like a **vampire** and chased her down the street. Anne hated being **constrained** by her fears, but she didn't know how to be brave.

She was walking home from school one day when someone came up behind her. Before she could turn around, a powerful man grabbed her. She couldn't scream because a huge hand was put over her mouth. Anne knew that this could not be another **stunt** by her classmates. The scary man **restrained** her arms and legs and carried her to his house. He tied Anne to a chair. Her **guts** began to hurt because she was so scared.

The man **prodded** Anne with his **forefinger** and said, "You'll stay right here until I get a **ransom** from your parents. Then I'll be rich!" The dirty man **spit** when he talked. A string of **saliva** hung from his **moist** lips. Anne was terrified and **intimidated** by the horrible man. But she knew she had to escape somehow.

Eventually, the man **yawned**. Anne waited quietly until he fell asleep. As he slept, she carefully wiggled her arms and legs until the ropes became loose. She slipped out of the ropes and carefully opened the door. She **sprinted** to the bus **depot** and boarded a bus to the police station. She told the police what happened, and they arrested the kidnapper.



The kids at school were amazed. They asked her, "Weren't you too scared to escape?"

She said, "**Nope**, I knew that I had to be brave and get out of there!"

The kids were very **tolerant** of Anne from then on. They even decided that they would **emulate** her bravery if they ever got into a tough situation.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Anne was constrained by her inherent fears.

_____

2. ____ The vampire restrained her arms and legs and carried her to his house.

_____

3. ____ Anne's guts began to hurt because she was intimidated by her classmates.

_____

4. ____ The dirty man spit when he talked.

_____

5. ____ At the end, the kids were tolerant of Anne and decided to emulate her bravery.

_____

PART B Answer the questions.

1. What would the kids do in the janitor's closet?

_____

_____

2. What happened after the man yawned?

_____

_____

3. After the man prodded Anne with his forefinger, what did he say about the ransom?

_____

_____

4. What did Anne do after she sprinted to the bus depot?

_____

_____

5. To what question did Anne respond by saying "nope"?

_____

_____

UNIT 27

Word List

analogy [ənælədʒi] *n.*

An **analogy** is a connection made between things to show that they are similar.

→ *The doctor made an **analogy** between the human heart and a water pump.*

ancestry [ænsestri] *n.*

A person's **ancestry** is the series of people from whom a person descended.

→ *We studied our **ancestry** and found out that we are related to royalty.*

archer [ɑ:rtʃər] *n.*

An **archer** is a person who uses a bow and arrows.

→ *The expert **archer** hit the target every time.*

conspiracy [kənspirəsi] *n.*

A **conspiracy** is a secret plan made by a group of people to do something illegal.

→ *Some people think that there was a **conspiracy** to kill American president John Kennet*

deputy [dépjəti] *n.*

A **deputy** is the second-highest-ranking person in a business or government.

→ *While the sheriff was ill, the **deputy** took over his duties.*

earl [ə:rl] *n.*

An **earl** is a nobleman from Britain.

→ *The **Earl** of Canterbury lived in a huge mansion.*

fragrant [fréigrənt] *adj.*

When something is **fragrant**, it has a pleasant smell.

→ *The girl picked delicious berries and **fragrant** flowers.*

funnel [fʌnl] *n.*

A **funnel** is an object with a wide top and a narrow bottom for pouring liquids.

→ *The worker used a **funnel** when he poured the oil into the engine.*

hereditary [hirédətèri] *adj.*

If something is **hereditary**, it is a trait passed onto children from their parents.

→ *The **hereditary** disease affected three generations of children.*

hymn [him] *n.*

A **hymn** is a religious song that often praises a god.

→ *The book was filled with **hymns** that the worshippers sang.*

invert [invə́:rt] *v.*

To **invert** something means to turn it upside down.

→ *He **inverted** the bicycle to make repairs on the wheels.*

prey [prei] *n.*

Prey is the animals that are hunted and eaten by another creature.

→ *The lion ran as fast as he could to catch his **prey**.*

procession [prəséʃən] *n.*

A **procession** is a group of people who walk or drive in a line during a public event.

→ *The **procession** all celebrated when they reached the end.*

prophet [prɑ́fit] *n.*

A **prophet** is a person chosen by a god to give the god's message to people.

→ *Harold believed that he was one of the **prophets** of his god.*

sarcastic [sɑ:rkǽstik] *adj.*

When something is **sarcastic**, it is the opposite of what is actually meant.

→ *She hurt her mother's feelings with her constant **sarcastic** remarks.*

seasoning [sí:zəniŋ] *n.*

Seasoning is a mix of salt, herbs, and spices that improves the taste of food.

→ *This steak tastes bland. Maybe I'll add some **seasoning** to it.*

sodium [sóudiəm] *n.*

Sodium is an element that can be used to make substances such as salt.

→ ***Sodium** and chloride combine to make table salt.*

tyranny [tírəni] *n.*

A **tyranny** is a cruel and unfair government in which one person has power.

→ *His **tyranny** was impossible to live under.*

tyrant [táiərənt] *n.*

A **tyrant** is someone who treats people in a cruel, harsh, and unfair way.

→ *Our boss is a **tyrant**. He makes us work long hours for little pay.*

vinegar [vínigər] *n.*

Vinegar is a strong liquid made from sour wine that is used in cooking.

→ *Be careful because too much **vinegar** will ruin the recipe.*

Exercise 1

Choose the answer that best fits the question.

1. If you invert a bottle, you _____.
   a. drink from it b. wash it with soap c. turn it upside down d. drop it
2. Which of the following would most likely require the use of a funnel?
   a. Snow b. Books c. Carrots d. Water
3. What is a wolf's prey?
   a. Its pups b. Its den c. Its food d. Its ally
4. Which is hereditary?
   a. Place of birth b. Eye color c. Favorite foods d. Hobbies
5. If something is fragrant, you _____.
   a. like to smell it b. want to eat it c. try to end it d. want to sing it
6. Who uses seasoning at work?
   a. A teacher b. A chef c. A builder d. An electrician
7. Which of the following describes a kind of deputy?
   a. A supervisor b. A CEO c. A vice president d. A Manager
8. What is made from sodium?
   a. Furniture b. Salts c. Toys d. Soda
9. Where would you most likely hear a hymn?
   a. At work b. Under water c. At the zoo d. In a church
10. If your brother is sarcastic, he _____.
    a. wants to hit you b. insults you c. betrays you d. is ill

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

prey	hereditary	tyrant	procession	vinegar
fragrant	seasoning	hymns	archer	earls

One ingredient in the recipe is a small amount of 1_____.
Then you need to pour in a pint of 2_____.

She can play many instruments and sing many 3_____.
Her mother is a good musician, too. Her talent must be 4_____.

The hunter was a very talented 5_____.
He only needed one arrow to shoot his 6_____.

Everyone lined up to take part in the 7_____.
We marched to honor the king and the noble 8_____.

When it came to keeping the house clean, his mother was a 9_____.
She punished him if his room did not smell very 10_____.

Exercise 3

Write a word that is similar in meaning to the underlined part.

1. He liked to pour the strong tasting liquid made from sour wine directly on his salad.

   _____

2. To better explain the procedure, he used a great way to show that things are similar.

   _____

3. We were in awe of the performance of the skilled person who uses a bow and arrows.

   _____

4. The war was a means to overthrow the cruel and unfair government.

   _____

5. I have a feeling that the robbery was a secret plan to do something illegal by the owners.

   _____

6. At the library, we learned how to trace our line of people from which we descended.

   _____

7. The people were convinced that the strange visitor was a person chosen by God.

   _____

8. The father acted like a person who treated people in a cruel and unfair way.

   _____

9. The British nobleman was a very kind and respected man.

   _____

10. The new mayor's first priority was to select a second most important person.

    _____

Exercise 4

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ The *sarcastic* teacher was always sure to speak clearly and honestly with his students.

2. ____ The *tyranny* at the church made people feel welcome.

3. ____ The mechanic used a *funnel* to pour the gas into the tank.

4. ____ Because of the *analogy*, many people were injured.

5. ____ I think the addition of more *sodium* to the recipe made the bread too salty.

The Earl of Shining

In the village of Hampton, there was an old soldier named Michael, but he was known to the world as the **Earl** of Shining. Michael was once an expert **archer** and a great fighter. In fact, his skills seemed to be **hereditary**; all the people in his **ancestry** were famous warriors. However, he was getting old and no longer wished to fight.

One day, he was in the forest hunting **prey** when he saw a beautiful **prophet** singing a **hymn**. She said, "Michael, an evil army is involved in a **conspiracy** to take over Hampton. You're the only one who can defeat them and stop the **tyranny**. The village needs you!"

Michael replied, "But I'm too old to fight! I'm not confident that I can do it."

The prophet said, "You must try. I will even make a potion to increase your strength."

The prophet took out a bottle and a **funnel**. She poured some **vinegar** and garlic into the bottle. Next, she added some **seasoning** and **sodium** and shook it up.

Michael smelled the potion. "Wow, this is **fragrant**," he said in a **sarcastic** tone. He **inverted** the bottle and drank the whole potion. He immediately felt stronger. "I'll try my best," he promised.

Michael rode his horse to a hilltop, where he could see the village of Hampton below. He saw the evil **tyrant** and his men marching in a **procession** through the town.

Michael charged down the hill and into the village. An enemy **deputy** officer shouted, "He looks as strong as an ox!" It was an apt **analogy**. Michael grabbed the officer and threw him across the street with one arm. The rest of the officers screamed and rode away, and their army followed.

The prophet reappeared. Michael said, "It's a good thing you gave me the potion."

She replied, "But Michael, the potion was fake! Your strength really came from having confidence!

Michael realized he really was still great. He just needed to believe in himself.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The Earl of Hampton was an expert archer who was in the forest hunting prey.

2. ____ The prophet used a funnel to put vinegar, garlic, some seasoning, and sodium in a bottle.

3. ____ The evil tyrant and his men marched in a procession through the town.

4. ____ The prophet, who sang a hymn, was involved in a conspiracy to take over Hampton.

5. ____ Michael's strength really came from the fragrant potion.

PART B Answer the questions.

1. What suggests that Michael's skills were hereditary?

2. What analogy did an enemy deputy officer use to describe Michael?

3. What did Michael say in a sarcastic tone before he inverted the bottle?

4. What did Michael say after the prophet said the village needed him to stop the tyranny?

5. What did Michael realize after his final encounter with the prophet?

UNIT

28 Word List

adjoining [ədʒɔ́iniŋ] *adj.*

If something is **adjoining**, it is next to or joined with a building, or room.

→ *I couldn't sleep because the people in the **adjoining** room were loud.*

allege [əlédʒ] *v.*

To **allege** something is to say that it is true without offering proof.

→ *The little girl had **alleged** that her older brother hid her favorite doll.*

arch [ɑ:rtʃ] *n.*

An **arch** is a curved opening formed under a structure such as a bridge or doorway.

→ *The **arch** of the bridge was not high enough for the tall boat to pass underneath.*

assemble [əsémbəl] *v.*

To **assemble** means to get together in one place.

→ *The parents **assembled** to discuss ways to improve their children's education.*

casualty [kæʒuəlti] *n.*

A **casualty** is a person killed or injured in a war or an accident.

→ *The only **casualty** in the car accident was a woman who broke her arm.*

erect [irékt] *v.*

To **erect** something means to build it.

→ *The king **erected** two towers on the north and south sides of his castle.*

foul [faul] *adj.*

If something is **foul**, then it is not pleasant or enjoyable.

→ *He wouldn't let his dog drink from the water because it had a **foul** smell.*

hectare [héktɛər] *n.*

A **hectare** is a unit of measure equal to 10, 000 square meters.

→ *His family farm covered many **hectares**.*

heighten [háitn] *v.*

To **heighten** an emotion means to increase the intensity of it.

→ *The pleasant music **heightened** their enjoyment of the wonderful dinner.*

hospitality [hɑ̀spitǽləti] *n.*

Hospitality is friendly behavior and entertainment given to guests or strangers.

→ *The travelers were amazed at the **hospitality** given them by the hotel's staff.*

mansion [mǽnʃən] *n.*

A **mansion** is a large and expensive home.

→ *The **mansion** had thirty bedrooms, two kitchens, and a pool.*

outnumber [àutnʌ́mbər] *v.*

To **outnumber** a group means to have a greater number than it.

→ *The girls **outnumbered** the boys at the school by four to one.*

overjoyed [òuvərdʒɔ́id] *adj.*

If someone is **overjoyed**, then they are extremely happy.

→ *He was **overjoyed** by the news of his promotion.*

pasture [pǽstʃər] *n.*

A **pasture** is an area of land covered with grass for animals to use as food.

→ *The sheep were taken to a **pasture** where there was more grass.*

petition [pitíʃən] *n.*

A **petition** is a written request asking an authority to do something.

→ *The citizens all signed a **petition** asking the mayor to repair the sidewalks.*

renovate [rénəvèit] *v.*

To **renovate** a building means to repair it or build new structures on it.

→ *The old fire station was **renovated** into an apartment building.*

revise [riváiz] *v.*

To **revise** something means to change or update it to make it better.

→ *When the editor discovered certain facts were wrong, he **revised** the book.*

slab [slæb] *n.*

A **slab** is a large, thick, flat piece of stone, concrete, metal, or wood.

→ *I looked at various **slabs** of stone to decorate my house.*

terrace [terəs] *n.*

A **terrace** is an open area that is connected to a house or an apartment.

→ *In the afternoons, she liked to sit on the **terrace** and check her email.*

turf [tə:rf] *n.*

Turf is a section of grass and the dirt in which it grows.

→ *After the game, the **turf** looked ragged.*

Exercise 1

Choose the one that is similar in meaning to the given word.

1. hectare
   a. violence b. 10,000m² c. temple d. caven
2. terrace
   a. festival b. temper c. video d. patio
3. casualty
   a. victim b. effect c. decision d. perfume
4. allege
   a. reverse b. accuse c. assist d. digest
5. renovate
   a. refer b. apply c. repair d. compute
6. outnumber
   a. count b. share c. exceed d. borrow
7. adjoining
   a. talking b. reflective c. adjacent d. absolute
8. revise
   a. cover b. detest c. plea d. change
9. arch
   a. color b. feeling c. gift d. curve
10. petition
    a. request b. license c. animal d. station

Exercise 2

Choose the one that is opposite in meaning to the given word.

1. pasture
   a. marsh b. scream c. future d. stance
2. foul
   a. meaningful b. dangerous c. pleasant d. muscular
3. slab
   a. office b. freedom c. spit d. pebble
4. assemble
   a. believe b. scatter c. repeat d. obey
5. overjoyed
   a. stinky b. hidden c. expensive d. miserable
6. turf
   a. ocean b. name c. effort d. sport
7. erect
   a. approve b. destroy c. donate d. contain
8. heighten
   a. balance b. pretend c. elect d. reduce
9. mansion
   a. pencil b. shack c. female d. blouse
10. hospitality
    a. medicine b. style c. unfriendliness d. silence

Exercise 3

Write C if the italicized word is used correctly. Write I if the word is used incorrectly.

1. ____ Once the weather was *renovated*, the day was warm and sunny. Now, we were all able to go on a picnic in the park.

2. ____ The scientists worked all day in their *slab*. They were inventing a new plastic that would not melt under the extreme heat of the sun.

3. ____ The amount of cows *outnumbered* the pigs. There were more pigs than cows.

4. ____ Why don't you connect those two large blue *arches*, so that you can form a giant square?

5. ____ The worse *casualty* from the earthquake was a woman who broke a leg.

6. ____ The two enemies *erected* a wall between their properties. They had hoped that it would reduce any future arguments.

7. ____ Whenever Doug was in a *foul* mood, everyone enjoyed being around him.

8. ____ The glass was filled with a *hectare* of water.

9. ____ This is the kitchen, and the *adjoining* room is the dining room.

10. ____ The visit lacked in *hospitality*. There was nothing to eat and nowhere to sit.

11. ____ You can stay in the house tonight, but your dog has to sleep outside in the *mansion*.

12. ____ William *alleged* all the way home. As a result, he was out of breath and sweaty by the time he got there.

13. ____ The grandmother was *overjoyed* to see her grandchildren. She couldn't stop smiling when she saw their lovely faces.

14. ____ This room here is the *pasture*. It's where we keep all our old furniture.

15. ____ The manager read his employees' *petition*. They wanted a longer lunch break.

The Lord and the Farmers

A wealthy lord was **renovating** his **mansion**. He had added another story to his home with large windows that overlooked the farmers' **pastures** on the eastern border of his land. Around the mansion, he then **erected** a great wall. He built an **arch** for the gate out of huge **slabs** of stone. The lord was **overjoyed** with the addition to his home.

However, one day while he was sitting on the **terrace**, some farmers knocked at his door. He invited them in. Despite his **hospitality**, the farmers appeared to be in a **foul** mood.

"Why are you so upset?" the lord asked.

One farmer replied, "That is actually the reason for our visit." He then handed the lord a **petition**. It **alleged** that the shadow cast by the mansion was harming their pastures. "Your mansion now casts a shadow over several **hectares** of our land," the farmer explained. "The **turf** in the shadow has died, and our cattle now have less grass to eat."

"It is too late for me to **revise** my plans," the lord answered. "You will just have to live with the change."

His reply only **heightened** the farmers' anger. They left, but they **assembled** that night outside the mansion's gate. They planned to destroy the mansion. The lord's servants tried to defend the house, but the farmers **outnumbered** them.

The servants fled, and the farmers rushed into the mansion and set it on fire. Everyone got out of the house, and there were no **casualties**. However, the fire soon spread from the house to the **adjoining** pastures that belonged to the farmers.

Both sides' properties were destroyed. The lord and the farmers were sorry for their actions. The lord promised to pay for the burned pastures, and the farmers promised to rebuild the mansion. They had learned that when you fight, both sides lose.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The farmers that assembled outnumbered the lord's servants.

_____

2. ____ Despite the lord's hospitality, the farmers appeared to be overjoyed.

_____

3. ____ The lord built an arch for the gate out of slabs of stone.

_____

4. ____ When the lord said it was too late to revise his plans, it heightened the farmers' foul mood.

_____

5. ____ The pastures were owned by the lord.

_____

PART B Answer the questions.

1. What did the farmers' petition allege?

_____

_____

2. While renovating, what did the lord erect around his mansion?

_____

_____

3. What happened to the pastures adjoining the burning mansion?

_____

_____

4. Why were there no casualties in the fire at the mansion?

_____

_____

5. While he was sitting on the terrace, who knocked on the mansion door?

_____

_____

UNIT 29

Word List

analogous [ənǽləgəs] *adj.*

If something is **analogous** to another thing, then it is like it in certain ways.

→ *The relationship with his teacher was **analogous** to that of a son and mother.*

binoculars [bənɑ́kjələrz] *n.*

Binoculars are a device used for seeing things that are far away.

→ *He could see the ship on the horizon only if he used his **binoculars**.*

bulk [bʌlk] *n.*

The **bulk** of something is its great size.

→ *The large elephant moved its **bulk** with legs as strong as tree trunks.*

comprise [kəmpráiz] *v.*

If something **comprises** something else, it consists of or is made up of it.

→ *Our school's football team is mostly **comprised** with seniors.*

depict [dipíkt] *v.*

To **depict** something means to show or portray it, often using art.

→ *The statue's face **depicted** the general's determination and courage.*

dual [djúːəl] *adj.*

If something is **dual**, then it is made up of two parts.

→ *The room had a **dual** function. It was a living room, but at night it was a bedroom.*

Fahrenheit [fǽrənhàit] *n.*

Fahrenheit temperature is a scale where water freezes at 32° and boils at 212°.

→ *When the temperature dropped to 32° **Fahrenheit**, it started snowing.*

fulfill [fulfíl] *v.*

To **fulfill** something means to achieve or finish it.

→ *The professor did not **fulfill** his promise not to miss a single class.*

grove [grouv] *n.*

A **grove** is a small group of trees.

→ *All the trees in this **grove** are apple trees.*

ore [ɔːr] *n.*

Ore is the raw form of rock or material from which a valuable metal is taken.

→ *The factory melted the **ore** and used it to make iron products.*

outback [áutbæ̀k] *n.*

The **outback** is the wild inland region of Australia where very few people live.

→ *Many Australian farmers use the **outback** to raise cattle.*

outweigh [àutwéi] *v.*

To **outweigh** something means to exceed it in value, amount, or importance.

→ *Finding a warm place to sleep **outweighed** the need to find something to eat.*

paradox [pǽrədɑ̀ks] *n.*

A **paradox** is a true statement or real event that seems illogical.

→ *The **paradox** of her work was that the less she worked, the more she got done.*

pier [piər] *n.*

A **pier** is a structure that extends into a body of water.

→ *If you want to catch bigger fish, then go to the far end of the **pier**.*

shortcut [ʃɔ́:rtkʌ̀t] *n.*

A **shortcut** is a route that is shorter than the main route.

→ *We got to the house first because we took a **shortcut** through the forest.*

tariff [tærif] *n.*

A **tariff** is a tax or fee paid on certain imports or exports.

→ *Our **tariff** on imported wool makes foreign wool more expensive.*

thermometer [θərmɑ́mitə*r*] *n.*

A **thermometer** is a device that measures temperature.

→ *The **thermometer** outside the window indicated that it was a hot day today.*

tilt [tilt] *v.*

To **tilt** something means to tip it into a sloping position.

→ *She **tilted** her glass and almost spilled some of the wine inside.*

vice versa [vàisivə́:rsə] *adv.*

If a statement is **vice versa**, then its two main ideas are switched with one another.

→ *Students learn from their teachers, and **vice versa**.*

whereabouts [hwɛ́ərəbàuts] *n.*

The **whereabouts** of someone or something is the place where they are.

→ *The police looked for the lost dog, but its **whereabouts** were still unknown.*

Exercise 1

Choose the answer that best fits the question.

1. Binoculars help you to see things that are _____.
   a. close by b. under the sea c. far away d. covered in mud

2. If you have dual responsibilities, then you have _____ things to take care of.
   a. two b. three c. ten d. twelve

3. Which of the following is about the same as a tariff?
   a. A salary b. A tax c. A surplus d. A bonus

4. Where would you most likely see a pier?
   a. In the water b. On a plane c. Under the ground d. On a road

5. Fahrenheit is used to measure _____.
   a. height b. distance c. weight d. temperature

Exercise 2

Fill in the blanks with the correct words from the word bank.

Word Bank

outback	thermometer	vice versa	ore	outweighed
whereabouts	grove	fulfill	Fahrenheit	shortcut

When the food is ready, its temperature should be 140 degrees 1_____.
You can use that 2_____ to determine when it is hot enough.

There are not many forests in the Australian 3_____.
But there might be a 4_____ wherever there is enough water.

She didn't have much time to get to the house to 5_____ her promise.
Therefore, she took a(n) 6_____ that would get her there in no time.

The need to create more jobs 7_____ the need to spend more money.
But in other years it was 8_____.

According to legend, gold was made from the cave's 9_____.
However, today its 10_____ have been forgotten.

Exercise 3

Choose the one that is similar in meaning to the given word.

1. comprise
   a. return b. consist c. explain d. favor
2. tilt
   a. mix b. dig c. lean d. grip
3. pier
   a. dock b. cake c. chef d. fort
4. analogous
   a. metric b. powerful c. secure d. similar
5. paradox
   a. illogical b. cattle c. calendar d. feather

Exercise 4

Write a word that is similar in meaning to the underlined part.

1. These mines produce several types of valuable raw forms of rock.
   _____
2. The company had to pay a tax on exports for the steel it shipped to Europe.
   _____
3. She used the device used for seeing things far away to observe the small bird.
   _____
4. The painting portrayed what the beach looked like twenty years ago.
   _____
5. He had sent a letter from the city three days earlier. But his precise location was still a mystery.
   _____
6. The two-part plan involves scientists from both universities.
   _____
7. The meal was made up mostly of beans and vegetables.
   _____
8. If you're sick, take your temperature. The device for measuring temperature is in the cabinet.
   _____
9. His promotion was a real event opposite to common knowledge due to his sparse knowledge.
   _____
10. It was difficult to lift the great mass that had accumulated in his backpack.
    _____

The Shortcut

A truck driver was driving cargo from the **outback** to the coast. His load was **comprised** of many types of **ore**. He needed a huge truck to carry its **bulk** to a ship waiting at a **pier** on the country's eastern coast. At the border between two counties, he'd have to pay a **tariff** on the cargo. However, he could keep his money if he avoided the station at the border. He worried about getting in trouble for not paying the tariff, but the thought of extra money **outweighed** this concern.

He took out his road map. To his surprise, it **depicted** a small road that had a **dual** advantage. It not only avoided the border station but also was a shorter route to the coast. He decided to take the **shortcut**.

However, along his journey, he soon ran into problems. First, he had to cross a small wooden bridge. His truck weighed too much for the bridge. It was **analogous** to an elephant trying to stand on a tree branch. The bridge started to break as the truck crossed, and the trailer **tilted** to the right. Fortunately, the truck made it safely across, but most of the ore fell into the river below.

Next, it was a very hot day. The **thermometer** read over 100 degrees **Fahrenheit**. The truck's engine became too hot, so the driver parked it in the shade of a **grove** of trees until it cooled down.

Later, he took a wrong turn. He stopped and took out his **binoculars**. He scanned his surroundings and eventually discovered a landmark that led him back to the proper route.

Finally, he arrived at the pier, but the ship wasn't there. When he asked about the ship's **whereabouts**, a man said that it had left thirty minutes ago. He had not **fulfilled** his duty. He realized then the **paradox** of the shortcut. The shortest route can be the longest, and **vice versa**, a long route may be the fastest.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ The driver's load was comprised of many types of ore.

_____

2. ____ The paradox of the shortcut was that the shortest route could be the longest but not vice versa.

_____

3. ____ The thermometer read under 100 degrees Fahrenheit.

_____

4. ____ When the trailer tilted, the driver's binoculars fell into the river.

_____

5. ____ The driver had fulfilled his duty.

_____

PART B Answer the questions.

1. What was the truck crossing the bridge analogous to?

_____

_____

2. What outweighed the driver's concern of being punished for not paying the tariff?

_____

_____

3. What was the dual advantage of the route depicted on the map?

_____

_____

4. What made the driver park his truck in a grove of trees while in the outback?

_____

_____

5. Why couldn't the driver determine the ship's whereabouts at the pier?

_____

_____

UNIT 30

Word List

amber [æmbər] *n.*

Amber is a hard, yellowish material that comes from trees.

→ *The necklace was made from pieces of **amber**.*

charcoal [tʃɑ́:rkòul] *n.*

Charcoal is a black material that is used as fuel for fire.

→ *There was burnt **charcoal** left on the ground from an old fire.*

columnist [kɑ́ləmnist] *n.*

A **columnist** is a writer who creates articles about a particular subject.

→ *The **columnist** won praise for his articles about life on the farm.*

courteous [kə́:rtiəs] *adj.*

When someone is **courteous**, they are polite and respectful.

→ *The mother asked her family to be **courteous** to their guests.*

credentials [kridénʃəlz] *n.*

Credentials are the proof of someone's experience or ability to do something.

→ *The mechanic hung his **credentials** on his office wall.*

cricket [krikit] *n.*

A **cricket** is an insect that makes loud noises, usually at night.

→ *In the country, we could see the stars and hear the **crickets** at night.*

delta [déltə] *n.*

A **delta** is flat area where a river splits into smaller rivers that flow into the sea.

→ *The archeologists found many ancient materials in the **delta** of the Nile River.*

detergent [ditə́:rdʒənt] *n.*

Detergent is soap that is used to clean clothes or dishes.

→ *My brother added too much **detergent** to the wash, and bubbles got all over the floor.*

euphemism [jú:fəmizəm] *n.*

A **euphemism** is a term that is used in place of a mean or unpleasant word.

→ *"Window maintenance officer" is a **euphemism** for a window washer.*

expire [ikspáiər] *v.*

To **expire** is to no longer be effective because its use has come to an end.

→ *The man's driver's license was going to **expire** in two days.*

granite [grænit] *n.*

Granite is a very hard type of rock that is often black or pink.

→ *The kitchen counter was made of **granite**.*

gravel [grævəl] *n.*

Gravel is a combination of small stones mixed with sand.

→ *The ground around the swing set was covered with **gravel**.*

haunt [hɔ:nt] *v.*

To **haunt** is to cause problems or negative thoughts over a long period of time.

→ *His thoughts about his scary dream **haunted** him for weeks.*

liberal [libərəl] *adj.*

When someone is **liberal**, they accept different ideas and people.

→ *My grandparents aren't as **liberal** as my parents.*

maze [meiz] *n.*

A **maze** is a system of paths that is complicated and easy to get lost in.

→ *We got lost in the **maze** in the garden.*

moss [mɔ(:)s] *n.*

Moss is a small green or yellow plant that grows on wet dirt, rocks, or tree trunks.

→ *Be careful not to slip on the **moss** that's covering those rocks.*

pebble [pébəl] *n.*

A **pebble** is a small, round stone.

→ *We threw **pebbles** into the lake to make the water splash.*

peck [pek] *v.*

When a bird **pecks**, it bites or hits something with its beak.

→ *The birds **pecked** at the seeds on the ground.*

reservoir [rézərvwà:r] *n.*

A **reservoir** is a place for storing water for a town to use.

→ *If it doesn't rain soon, the **reservoir** is going to dry up completely.*

streak [stri:k] *n.*

A **streak** is a long, thin mark that is easy to see.

→ *Her hair was brown except for a **streak** which she dyed blonde.*

Exercise 1

Choose the answer that best fits the question.

1. Where does a columnist work?
   a. At a university b. At a newspaper c. At a restaurant d. At an airport
2. Which of the following might a liberal person do?
   a. Restrict freedoms b. Learn new ideas c. Reject free speech d. Support tyranny
3. What animal pecks?
   a. A bee b. A cat c. A bird d. A tiger
4. What is stored in a reservoir?
   a. Water b. Food c. Books d. Tools
5. Which of these animals have a long streak on their bodies?
   a. A skunk b. A horse c. A rhino d. A gorilla

Exercise 2

Write a word that is similar in meaning to the underlined part.

1. After seeing her house on fire, Jenna was troubled by thoughts of fire.

   _____

2. The boy had small round rocks stuck on the bottom of his shoe.

   _____

3. The bird bit or hit the dish and carried away pieces of bread.

   _____

4. The city made a place to store water, so there would always be water for the people.

   _____

5. She poured soap to clean dishes into the sink and washed the dishes.

   _____

6. The woman was impressed by her friend's polite and respectful brother.

   _____

7. The scientist went to school for many years to earn her proof of ability.

   _____

8. I added some more rocks that served as fuel to the fire.

   _____

9. Clara didn't want to offend her grandmother, so she used a replacement for an unpleasant word to refer to old age.

   _____

10. The land in the flat place where the river divides was good for growing food.

    _____

Exercise 3

Choose the one that is similar in meaning to the given word.

1. columnist
   a. singer b. journalist c. electrician d. CEO

2. cricket
   a. grasshopper b. beetle c. ant d. mosquito

3. maze
   a. disguise b. hoop c. tower d. puzzle

4. gravel
   a. boulder b. rock c. hill d. mound

5. haunt
   a. calm b. play c. terrorize d. soothe

Exercise 4

Fill in the blanks with the correct words from the word bank.

Word Bank

expired	courteous	amber	pebbles	streak
reservoir	crickets	maze	moss	granite

They had three minutes to find their way out of the 1_____.
They had to get out before the time 2_____.

Jessica had the carpet in her house replaced with 3_____ tiles.
The tiles had lovely designs on them and also pieces of 4_____.

Gene squeezed the bottle and got a 5_____ of ketchup on his shirt.
The 6_____ host was nice enough to get him a new shirt.

There was a pile of 7_____ near the water.
They had been washed up from the bottom of the 8_____.

We walked down the road and passed many trees covered in 9_____.
It was dark already, and all that could be heard were the 10_____.

The Mad Hatter

One morning, Lucas sat outside with his grandfather. They looked past the **gravel** road that led to a natural **reservoir** on the **delta**. On the other side of the water, there was a cottage.

"Does a ghost live there?" Lucas asked.

"No, a mad hatter lives there," said his grandfather. Lucas didn't know what a mad hatter was, but the image of a scary man **haunted** him.

Later, Lucas went for a walk in the forest. He collected pieces of **amber** and **granite** that he found on the ground. He looked at the **moss** on the trees and watched a bird **peck** at the ground. But the forest was like a **maze**. Soon, Lucas was lost.

Lucas heard somebody behind him. He wanted to run away, but he fell. He had a **streak** of blood on his shirt and some **pebbles** stuck in his skin. Then a man appeared.

"I will take you home. First, let's get you cleaned up," he said.

Lucas followed him. When they arrived at the cottage, he realized the man was the mad hatter!

He sat down inside. It smelled like **charcoal**, but it looked like a normal house. The man brought Lucas back some medicine.

"It's a bit old, but it's not **expired**," the man said.

While Lucas cleaned his cut, the man washed the blood out of his shirt with **detergent**.

Lucas asked, "Are you a mad hatter?"

The man laughed and replied, "That's a **euphemism** for a crazy person. Actually, I'm pretty normal. I'm a **columnist** for a newspaper," said the man. He pointed to his **credentials** which hung on the wall.

Lucas could hear the **crickets** outside. It was getting dark, so he asked, "Could you take me home now?"

The man said yes. Lucas was surprised that people thought the man was crazy. He was actually very **courteous**. Maybe Lucas should have a more **liberal** attitude. Next time, Lucas wouldn't make judgments about people without getting to know them first.

Reading Comprehension

PART A Mark each statement T for true or F for false. Rewrite the false statements to make them true.

1. ____ Lucas's thoughts about the house across the reservoir haunted him.

2. ____ Lucas collected crickets and moss while he walked through the forest.

3. ____ The bird was pecking at the maze.

4. ____ Lucas got a streak of blood on his shirt and pebbles in his skin from falling down.

5. ____ The man's house smelled like food that had expired.

PART B Answer the questions.

1. Where was the cottage located in relation to the grandfather's house?

2. What did the man wash Lucas's shirt with?

3. Why did the man point to his credentials on the wall?

4. What did the man say about the term "mad hatter"?

5. What did the courteous man teach Lucas at the end of the story?

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